AMERICAN VOCATIONAL ASSOCIATION

Vol. III NEWS BULLETIN No. 2

Published quarterly by the American Vocational Association, Z. M. SMITH, Secretary
Room 225 State House Indianapolis, Indiana
Annual subscription price to members of the Association, twenty-five cents
Entered as second-class matter Sept. 8, 1926, at the post office at Indianapolis, Ind., under Act of March 3, 1879.

The Conservation of Youth

R. L. COOLEY, *President American Vocational Association*

THE AMERICAN VOCATIONAL ASSOCIATION stands for the conservation of youth. It stands for adult education but primarily it must emphasize that the educational processes for the correction of our social and economic difficulties must come from the bottom up. Simply dealing with the adults after they have already been the subjects of neglect will not suffice.

A comprehensive Part Time educational program dealing with the formative periods of youth while in employment is a program to challenge the best thought as well as the imagination of our people. As President of your Association, I would like at this time to call your attention specifically to the Part Time program.

The development of a people so trained and educated that they can sustain the sort of industrial, agricultural, and commercial structure which we are building is the only solution offered by any of our writers upon economic subjects for the conditions reflected in the following headlines taken from the papers:

General Motors Chief Sees Five Day Week.
March 13, 1928.

Men Are Losing Jobs as Efficiency Trend Moves On. Industrial Efficiency Increased. Chart Shows Number of Workers Employed to Produce What 100 Workers Produced in 1914.
March 12, 1928.

How Industrial Growth Makes New Jobs for Old.
March 11, 1928.

These headlines indicate the colossal changes which are taking place in our economic life at the present time.

The customer must be produced by the same social and economic organization that demands and produces the articles. The customer is just as much a manufactured article as is an automobile, a bath tub, or a radio. Like the articles mentioned, the customer is the result of raw material subjected to a process. When the process fails, a customer is ruined. Every effort must be used to prevent the production of human "junk."

EIGHTEEN IS THE LOGICAL AGE FOR PART TIME COMPULSORY EDUCATION.

1. The most successful of our people, economically, demand full time education through high school for their own young people. Attendance, roughly, until 18 years of age represents their judgment as to the years through which organized educational effort should be universally provided in their group.

2. A glance at the list of prohibited employments indicates that the states' guardianship already applies extensively until the eighteenth year.

3. Young people who work during the early years for money only, have nothing left at the end of this intensely formative period, for inevitably their small earnings will all have been spent.

4. The period of initial employment should always involve both training and work. Reducing the number of days our youths may work makes it easier and makes it more likely that any individual youth will get work. Thus the likelihood of unemployment will be lessened.

5. The restriction of the number of days people may work is the only device ever invented for making a given amount of work divide into a greater number of jobs. This principle will not cease to work when applied to the group under 18 years of age.

6. Five and one-half days of work with one in school is a heavy enough week's program for people under 18 years of age in a country threatened with the necessity of putting all its workers on a five day week basis in order to distribute employment in such a manner as to keep more of its people more regularly employed.

7. With youths under eighteen needing *education* and older people needing *jobs* what more intelligent program could be devised than one that would tend toward uninterrupted employment of those over eighteen and intelligent preparation for such employment while working under the age of eighteen, through part time school attendance in a school organized to put order, system, sequence, and guidance into the pre-eighteen period.

8. The mosquito that is creating most of our yellow fever of inefficiency, poverty, and crime is the irregular and chaotic condition of the initial working years of our young people with its frequent periods of unemployment, with no organized supervision or adequately planned concern as to their economic or social future.

9. Human "junk" is so expensive we must quit making it. All other kinds of junk may be hauled out to the back lot. It will remain and cost nothing further. But human "junk" will be a constant cost to society. This is marked clearly by the tremendous expenditures made for our prisons, poor houses, and other institutions where human beings unable to care for themselves must be cared for at the expense of others.

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THE PHILADELPHIA A. V. A. CONVENTION

December 13, 14, 15, 1928

By Z. M. SMITH, *Secretary, American Vocational Association*

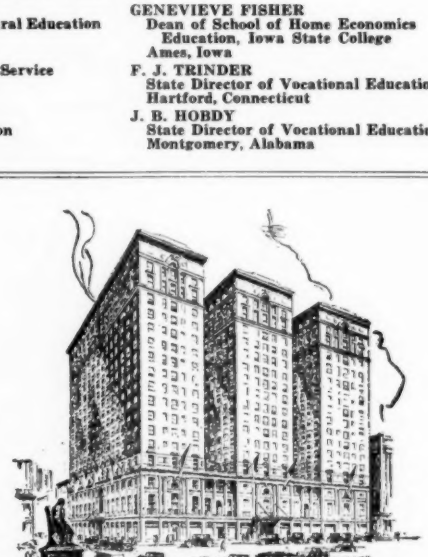
There is no such word as "defeat" in the vocabulary of "Pennsylvania Dutchmen." For this reason Philadelphia and all of Pennsylvania are setting about to surpass the "unbeatable" record of Los Angeles and California as hosts to the Convention of the American Vocational Association. There will be common agreement among non-Californians who attended the Los Angeles convention that Pennsylvanians are face to face with an herculean task in their purpose to excel as convention host the achievement of our friends of the commonwealth of California.

One essential to success in any worthy effort is a recognition of the magnitude and the degree of difficulty of the task to be accomplished. It was evident to those who attended the organization meeting of the convention committees, at Philadelphia on March 2, that Pennsylvanians are in no wise underestimating the standard of achievement established by California. The caliber of the representation at this committee meeting and the number of representatives in attendance constitute indisputable evidence that every detail upon which the success of the convention is contingent will be provided for adequately.

The appended list of those in attendance reveals the fact that the city of Philadelphia and the State of Pennsylvania were ably represented by industrial and educational leaders, that the American Vocational Association was represented by President R. L. Cooley, Treasurer Charles W. Sylvester and Secretary Z. M. Smith, and that the National Association of State Directors of Vocational Education was represented by their president, Paul W. Chapman, of Athens, Georgia.

List of Those Who Attended the Luncheon of the Philadelphia Convention Committee and the Executive Committee of the American Vocational Association, March 2, 1928, Benjamin Franklin Hotel, Philadelphia

Ash, Wm. C., Dir. Voc. Tchr. Training, Univ. of Penna.
Alden, Esther, Supv. of Home Economics, Philadelphia.
Allman, Herbert, Pres. Natl. Farm School, Vice-P. School of Design for Women, Philadelphia.



The Benjamin Franklin Hotel, Philadelphia, Pennsylvania. Headquarters for the Third Annual Convention of the American Vocational Association, December 13, 14, 15, 1928.

Burton, A. W., Supv. of Mech. Arts, Philadelphia.
Baechle, Edna M., Supv. of Industrial Arts, Philadelphia.
Bauder, C. F., Director of Industrial Arts, Philadelphia.
Bauder, Mrs. C. F., Philadelphia.
Calvin, Henrietta W., Director of Home Economics, Philadelphia.
Cressman, P. L., Asst. Dir. State Div. Voc. Ed., Harrisburg, Pa.
Clime, W. M., Head, Industrial Dept., Overbrook High School, Philadelphia.
Chapman, P. W., State Dir. Voc. Ed., Athens, Ga., Pres. Natl. Assoc. State Dir's of Vocational Education.
Calhoun, J. E., Principal, Gratz High School, Philadelphia.
Cooley, Dr. R. L., Dir. Milwaukee Vocational School, Pres. A. V. A.
Dennis, L. H., Deputy State Supt. Pub. Inst., Dir. Voc. Ed., Harrisburg, Pa.
Dillaway, T. M., Director of Art Education, Philadelphia.
deFord, Alice R., Supv. of Industrial Arts, Philadelphia.
Diehl, N. E., Supv. of Cooperative Education, Philadelphia.

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TERMINAL COURSES VERSUS PREPARATION FOR COLLEGE

By J. C. WRIGHT
Director Federal Board for Vocational Education

At the meeting of the Department of Superintendence in Boston, much of the discussion concerned itself with the question of terminal courses in junior and senior high schools. It seems as though the administrator is now more inclined to give consideration to the question of aims in secondary education than he has been willing to give in the past. There are in general two groups of opinions with respect to the major objectives which should be provided in the secondary schools. One of these opinions was expressed in an address by President Lowell of Harvard who voiced the long standing issue between the colleges and secondary schools, when he charged the latter with a failure to "prepare pupils for college." The other group in turn laid the responsibility at the door of the colleges and charged them with an attempt to dominate the high school curriculum by looking upon the high school as an institution whose dominant purpose should be to give preparation for college entrance.

The time has arrived when the American Vocational Association should take up the cudgel and enter into this debate as an organization. If ease in administration is the desire of the school administrator, I can think of no more simple objective than that of accepting the will of the colleges and organizing the secondary schools for the sole purpose of preparing all of the pupils for entrance into college. This is a one-track program, one that existing high school faculties, existing equipment, buildings, traditions, and experiences, would make easy to follow; a program which, in the end, however, is only concerned with from two to four per cent of the youth of the land, since it is only this number that ever go to college or pursue college courses through to graduation. An educational program which sets up an educational journey that leads from the elementary school through the secondary school and to graduation from college, might be compared to a travel journey that would have for its purpose the transportation of all the people to a single State or a single country, where, if they finally arrived, living conditions would be found too congested for their existence and participation in life activities. If, on the other hand, we think of this travel journey as one in which the weaker members of the travelers were unceremoniously kicked off the train when their money was exhausted or when for other reasons they failed to keep up with the pace set by a relatively few leaders, we would find them left stranded in various localities where they are ill prepared to participate in life activities.

If, on the other hand, this group of travelers set up individual objectives, individual destinations to which they would be able to travel within their financial means and other limitations, but with a definite purpose in view of participating in life activities on reaching their particular destination, the population would be distributed in a way much more satisfactory to the individual and to society as a whole.

Many people do not believe that a college education, if taken by every one, would improve society, since the probabilities are that too few of the members of society would have acquired along with this college preparation habits of work, the necessary skills, and technical

J. C. WRIGHT

knowledge, and other attributes which would enable them to fit into the many occupations and positions which go to make up our social organization.

The need for setting up specific objectives and specific preparation for life activities in keeping with individual abilities is well illustrated in a little fable quoted from Professor Dolbear.

> "In antediluvian times, while the animal kingdom was being differentiated into swimmers, climbers, runners, and fliers, there was a school for the development of the animals. The theory of the school was that the best animals should be able to do one thing as well as another. If an animal had short legs and good wings, attention should be devoted to running, so as to even up the qualities as far as possible. So the duck was kept waddling instead of swimming. The pelican was kept wagging his short wings in the attempt to fly. The eagle was made to run, and allowed to fly only for recreation. Nature was not to be trusted, for each individual was to be developed so as to be equally efficient in all activities. This development was believed necessary for their own welfare as well as for the welfare of the community. The animals that would not submit to such training, but persisted in developing the best gifts they had were dishonored and humiliated in many ways. They were even stigmatized as being narrow-minded specialists.
>
> "According to the fable, no one was allowed to graduate from the school unless he could climb, swim, run, and fly at certain prescribed rates; so it happened that the time wasted by the duck in the attempt to run had so hindered him from swimming that his swimming muscles had atrophied, and he was hardly able to swim at all; and in addition he had been scolded, punished, and ill treated in many ways so as to make his life a burden. He left school humiliated, and the ornithorhynchus could beat both running and swimming. Indeed, the latter was awarded a prize in two departments. The eagle could make no headway in climbing to the top of a tree, and although he showed he could get there just the same, the performance was counted a demerit, since it had not been done according to the specifications.

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THE CONSERVATION OF YOUTH

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10. Frequently, the same people who object to the requirement that this big boy—"a man"—they say, should be obliged to attend part time schools are the first to proclaim him a "baby bandit," when he commits a crime. They then prescribe full time compulsory vocational education for him in a specially created institution for "youths."

11. Why appoint national committees on juvenile crime while opposing an adequate provision for juvenile guidance through the establishment of a comprehensive Part Time Educational system operating until eighteen?

12. Why compulsory? Because the compulsory law is the only factor that insures the working youth the *liberty* to attend school. It is the only factor that makes it fair to expect an employer to send his young workers to school. Without it the employer who sends his workers to school is doing it as a mere act of benevolence, the workers are accepting it as a charity.

13. These young people are to be met later at great length—as customers. A farmer knows better than to stunt his heifers and then expect them to give a good account of themselves later in his dairy herd.

14. A Part Time compulsory school attendance law will reduce the number of young people standing at the employment gate, competing against those within for jobs. One day a week in school means roughly 16 per cent more young people employed on the average, and on a much more human, intelligent, and, even to the employers, satisfactory program.

TERMINAL COURSES VERSUS PREPARATION FOR COLLEGE

(*Continued from page five*)

"Finally an abnormal eel with large pectoral fins proved he could run, swim, climb trees, and fly a little. He was made valedictorian."

The present interest in a reorganization of aims and objectives for the junior and senior high school materially affects vocational education. It marks the beginning of an attempt on the part of the administrator to think in terms of the specific needs of individuals and of groups of individuals rather than in terms of a single track mass education, and the administrator should be encouraged and assisted in every way possible to continue to think in this direction. The American Vocational Association, representing as it does in its membership, progressive Thinkers and Doers in vocational education, would seem to be the agency best fitted to assist the administrator in clarifying his thinking along these lines. Personally, I am of the opinion that we should first remove, as soon as possible, the notion in the minds of teachers and school principals that the boy or girl who drops out of school during his adolescent period, who does not take the college course, or who fails to graduate from high school and enter college is in any way likely to be a less desirable citizen than are those who by reason of other circumstances are enabled to continue through the entire educational program. I do not believe that citizenship can be measured in terms

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NEWS

PAUL W. CHAPMAN

Director Georgia State Board for Vocational Education and President, National Association of State Directors of Vocational Education

Mr. Chapman has completed arrangements with the Benjamin Franklin Hotel, Philadelphia, for the annual convention of the state directors, which will be held December 10, 11, 12, 1928, preliminary to the A. V. A. Convention.

December 1926

September 1927

Physical restoration is an integral part of the Rehabilitation program of the State Board of Education of Alabama, administered by the Division of Vocational Education of the State Department of Education. In this case the physical and vocational handicap has been removed before the child reached working age. In all cases the vocational problem is more easily solved following the maximum physical correction.

AGRICULTURAL EDUCATION

Father and Son as Partners in the Business of Farming

M. D. MOBLEY, *Assistant State Supervisor of Agricultural Education, Athens, Georgia*

QUITE often in the city we see such signs as "John Jones and Sons" over business establishments, but it is very seldom that we see a partnership between father and son in the business of farming. Why are there so few partnerships between fathers and sons in the business of farming?

Possibly there are many reasons, but no doubt one of the outstanding among them all is the fact that there is usually a very poor businesslike relationship between most farm boys and their fathers. Very few farm boys are given an opportunity to earn money of their own or to transact any business until after they leave home.

I had the privilege recently of visiting Mr. A. G. Hinson and his two sons, Ernest and Conrad, who are farming near Baldwin, Ga. Here I found one of these rare cases of a father and sons who are really and truly partners in the business of farming. I have never seen two boys more interested in the home farm than Ernest and Conrad. Probably this is because they are allowed to share in the profits and are given some consideration in its operation.

While Hinson and Sons are carrying on a well-balanced farming program, the most interesting part of their farm is the dairy business.

Since October, 1924, they have developed a registered Jersey herd valued at $2,900.00 and are selling at present approximately $375.00 worth of milk per month.

While enrolled in a vocational agricultural class in 1924, Conrad with the aid of his father and brother purchased four registered Jersey heifers and one bull for which they paid $740.00 as a start towards developing a dairy business. They bought good calves of splendid breeding. They selected Jerseys because this breed predominates in northeast Georgia and seems naturally adapted to local conditions.

Ernest and Conrad had saved approximately $275.00 from projects they had carried on as a part of their agricultural work. The remainder of the purchase price for the calves, about $500.00, was borrowed. Since then the profits from the herd have not only paid that debt but have started Hinson and Sons well on the road to prosperity.

As the heifers came into milk they were put on official test. One of their cows, Dames Molly's Aneta, has produced enough milk and fat to be designated as a silver medal cow, and is the state leader in her class.

They are now milking eight registered Jerseys and two grade cows. They have five registered Jersey heifers, four of which are their own breeding.

When asked their future plans, Conrad replied: "We expect to keep only as many cows as our milk trade demands, to keep only high class individuals, and continue official testing."

These four registered Jersey cows were bought when calves by Conrad and Ernest Hinson, as a part of their project work while studying agriculture in the Baldwin High School. One has made a silver medal and the other three have made register of merit, with their first calf.

The project work as carried on by boys enrolled in vocational agricultural classes seeks to establish a more businesslike relationship between fathers and sons. Each boy studying agriculture is expected to carry a project and to enter into a businesslike agreement with his father that provides for all or a part of the profits made to go to the boy. Such agreements usually provide for the boy to pay for the things that are required to make the project possible, such as feed for live stock and seed and fertilizers in case of crop projects.

TEACHING MARKETING

By PROFESSOR H. E. BRADFORD
University of Nebraska

Objectives

1. Develop attitudes and appreciations.
   (a) Recognition of the services of the middle man. Assembling, processing, distributing, storing, selling. Recognition of the fact that when the farmer displaces the middle man he must perform the functions of the middle man which may require extensive capital and equipment or highly specialized skills.

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The Wisconsin Folk School

By Louis M. Sasman, *State Supervisor, Vocational Agricultural Education*

The Wisconsin Folk School is a school meeting for twenty or more days to study Agriculture, Home Economics, Farm Arithmetic and English. The meetings may be held every day in the week, once or twice a week, or on Saturdays according to the possible arrangements for teachers and the convenience of those who wish to attend. At Arcadia and Chilton, the Folk School classes were so arranged this year that they were taught by the regular teachers during what would otherwise have been vacant periods. At Barron, the Folk School meetings were held on Saturday. I happened to be there one Saturday when it was fifteen below zero and there were seventeen young men in attendance, although the roads were blocked so that cars, and even in some cases, horses could not get through. Some of those seventeen had come eight or ten miles so they apparently considered the school worth attending. At Chilton, eighteen young men and women attended three-fourths of the meetings and twelve attended nineteen or more times. At Colby, Omro and Richland Center, it was found necessary to hold the school in the evening, and at Colby bad roads caused the school to be discontinued for some time, but in all cases the young people showed a keen interest in all information that would enable them to more readily solve the problems of farm life.

The courses in each case are arranged so as to be of the utmost interest and value to farm boys and girls. In the study of English, for instance, it is suggested that instead of starting out to learn the parts of speech and the rules for the use of a comma, that the pupil write a letter to a local bank asking for a loan or to a customer offering some stock for sale and then study the letter to improve its construction and punctuation. Pupils are also taught to make short talks and to prepare short farm articles for the local paper. In Arithmetic, they compute problems relating to the size of the farm, the amount of butterfat in milk, the area of fields, the capacity of bins and silos, and the computation of interest.

Twenty lessons in English, Arithmetic, Home Management or Dairy Cattle feeding will not produce an expert. Nor will a four-year college course produce an expert, unless the pupil realizes that after all the purpose of a school is to teach one to think. If anyone quits thinking when he gets through school, he will never make a success. Some of the most successful farmers in Wisconsin today, such men as W. F. Renk of Sun Prairie, C. L. Hill of Rosendale, and L. P. Martiny of Chippewa Falls, received some of their early training at the Short Course at the College of Agriculture. They became successful, not because their training was complete but because they realized that all of life is a period of training; that after finishing school they must continue their studies more strenuously than ever.

In connection with all part-time and evening courses, the pupils are urged to put into practice on the farms, the lessons which are presented in the classroom. Through practice the value of the teachings can be determined and only through practice can vocational instruction become of value.

We feel that the Wisconsin Folk School or some similar type of part-time school may be of real service to hundreds of farm boys and girls of the state who have been unable to go to high school but are anxious to prepare themselves as thoroughly as possible for the problems of rural life.

THE IDEAL TEACHER

By Arthur Weber

Student in the Sevastopol High School
Sturgeon Bay, Wis.

Arthur Weber

The question may come to one's mind, will agriculture in the future be carried on more efficiently than in the past? Are educational institutions doing anything to improve agricultural methods? Hundreds of young men each year are going to universities taking agricultural courses. In recent years high schools have also established agricultural courses for the students. The teachers of these courses are graduates of the universities. The agricultural course is inspected and teachers aided by specialists sent out from the State Department of Vocational Education. The boys are taught work in Farm Economics, Farm Shop-work, Farm Crops, and Animal Husbandry. In order to obtain the most practical knowledge these courses must have actual experience. This is furnished in the so-called "Ideal Teacher," or project work. Beside providing the student with actual experience it provides an income for the student. It educates the student in that particular line. Students are taught lessons in handling financial situations. To obtain the most benefits from this project work the student must choose a project which is of interest to him. The course requires that he care for his project and keep records on it. Would I in choosing my project be interested enough to go through six months of most monotonous work of keeping records and caring for the actual work?

In my first project I began with a pure-bred Holstein heifer calf. I purchased her in February for $25.00. Although I liked the project very well I soon found faults with it. The returns were slow and uncertain, too small for the time spent. The risk was too great. My calf was sick but once that I remember. She had scours from overfeeding. This I remedied by feeding one teaspoonful of nutmeg in one pint of milk. In spite of these discouragements this project was very successful. At the School Fair that fall I won first prize and sweep stakes which amounted to $7.00 in all. The second year she again took first place, and this last year took second place in the Showmen's Contest. The first calf she dropped was a bull which I sold. This fall she dropped a heifer calf which I am raising. She proved to be a fine producer.

Although I was still caring for my calf, in the spring of 1926 I began a poultry project. The risk was even greater than with the calf but I took the chance. The first job was to fix a suitable warm brooder shed. This was done by partitioning off a part of our shop. Shortly after I purchased a James Way brooder. This had to be set up and regulated before the chickens came. I had had no previous experience in firing a brooder so you may know that I learned many a costly lesson. I purchased one hundred chicks and another hundred I hatched with an incubator I had purchased that spring. When the chicks were forty-eight hours old they were fed charcoal, limestone grit and water. When they were three days old they got their first real feed consisting of milk, hard boiled eggs and mash. The mash consisted of 80 pounds corn meal, 20 pounds middlings, 5 pounds steamed bone meal, 5 pounds limestone grit, 30 pounds dried buttermilk. One pound each of salt and charcoal was added. The coop was comparatively small and during the hot weather a few of the birds died of Coccidiosis. Another reason also was that the coop was not cleaned out regularly. The cockerels were disposed of in July. In October I moved the birds to the hen house, they had begun to lay by that time. I had then one hundred and six pullets, valued at $125.00. The labor on the project amounted to $70.00. Expense charges were $135.00. The inventory at that time showed a gain of about $10.00.

The plan for my next years project was to be a continuation of the one I had begun. I intended to hatch the chicks from my flock. In January I began to feed cod-liver oil in the mash but I began too late so it did not affect the hatches much. The scratch feed which I fed consisted of corn, wheat, oats, barley and buckwheat. The mash consisted of equal parts of corn meal, ground oats, bran, middlings and meat scraps. During the months of December and January they layed on an average of forty to forty-five eggs a day. I bought six cockerels for breeding purposes and set the incubator in the first part of February. This was a bit early but the year before the chicks were hatched to secure a large quantity of winter eggs. I rented a brooder coop near our home to raise the chicks in. Two hundred chicks were hatched in three batches, out of these about ninety pullets were raised. My experience from the year before made this year's job of tending chicks much more easy. The year before had taught me better methods of feeding.

This fall I remodeled the hen house making it suitable to hold one hundred eighty chickens which I have at the present time. They are laying from sixty to seventy eggs a day. This is not any too good. I have started feeding cod liver oil again as I hope to do a lot of hatching next spring. I shall build a brooder house very soon. The money I have made on my projects has put me through high school and it will pay my graduation expenses this spring. I have learned the poultry business. My projects have taught me lessons that books cannot teach.

A SUCCESSFUL GARDEN PROJECT

By C. M. Miller
State Director of Vocational Education, Topeka, Kansas

Kenneth Ahlstrom, a sophomore in the Seaman Rural High School, N. Topeka, Kansas, chose as his project truck gardening on seven acres of the home farm which is located in the truck gardening district of Kansas. After charging for labor, rent and other expenses he had a profit of $712.85 for his summer's work. All of the management of the garden fell on the boy.

Following is a summary of his work: Sold on the market $1103.10; products used at home $63.75; on hand at the end of project $16.95; making a total of $1183.80 produced. His expenses as follows: On hand at beginning of project—feed bill, seed and other expenses, $224.00; labor, $135.95; use of machinery, $10.00; rent, $100.00; leaving a net income of $712.85.

His main income was from potatoes, tomatoes, cabbage, beans and sweet corn. He started his early crops in hot beds and was, therefore, able to put his products on the early market; getting a good price for a large part of his crop.

He used three methods of marketing; he had a direct customer route, the wholesale market and a stall at the Seaman Community Market, where he sold direct to the city consumer.

Most of the work was done by himself only having extra help during the potato harvest. Getting up early in the morning to get on the morning market early enough to compete with others, working all day in the field, caring for his crops and at night tending the stall at the community market made a very busy summer for the boy but a very profitable one.

Kenneth has taken two years of Vocational Agriculture work and intends to take the third year work next year during his senior year. He is also a member of the 4H Club of Seaman. His plans are to continue in the truck farming business after he finishes his education.

His garden work does not keep him from taking part in many of the activities of the school. He is secretary of the High Y, was president of the class in both the Freshman and Sophomore years, sings in the school's male quartette, boys glee club and mixed chorus. He is a member of the Dramatic Club, taking the lead in many of the plays given by that organization; and in all of his school work he takes the lead.

He is also a star in both football and basketball, placing as all conference quarterback, and all conference forward in basketball. He was high point man in the conference at basketball.

TEACHING MARKETING

(*Continued from page seven*)

(b) Dependence of farmer on transportation agencies including good roads.
(c) Recognition of the cost of local and long-haul transportation furnished by the farmer himself.
(d) A critical attitude toward political economic questions such as the McNary Haugen Bill, Wheat Pools, etc.

(*Continued on page thirteen*)

Coming Thru with a Truck Crop Project

By MARSHALL HASTINGS, *Laurel High School, Laurel, Delaware*

WHILE I was in the seventh grade in a small country school, two of our neighbor boys, Parker and William Wheatley, entered Laurel High School and enrolled in the course in Vocational Agriculture. I often visited the Wheatley boys and throughout that summer I followed closely their farming activities which were constantly under the watchful eye of the agricultural teacher. I learned many things from them and my interest in agriculture was increased so much that I joined the "David Grayson Club," an organization made up of boys studying vocational agriculture and others farm boys interested in farming and rural life activities.

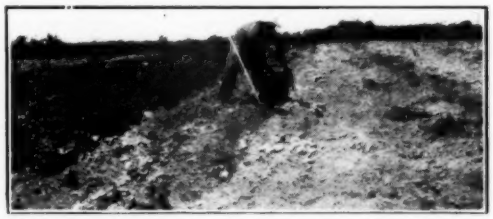
I became very much interested in the activities of this organization and the following summer spent a whole week with the boys in camp at Oak Orchard, Delaware's popular recreation resort. A great time we had—canoeing, swimming, diving, playing ball, pitching horseshoes, etc.

By the time I had entered upon my freshman year in high school I had fully decided to take the course in vocational agriculture. The first year course was Plant Husbandry, taking up the growing of such crops as tomatoes, irish and sweet potatoes and cantaloupes, which are the main crops grown in this part of the country. All work was about local crops and problems.

At the time of enrollment Mr. Woodhead, our agricultural teacher, explained in detail how the work in agriculture would differ from that of the other high school subjects. He explained thoroughly how all of the farming activities would be supervised and that the instruction in the classroom would be based almost entirely upon the local farming problems. This pleased me very much. He also made clear that each member of the class would be required to carry on a production project on his own farm on his own responsibility, and that the enterprise must be conducted on a strictly business basis requiring careful study, planning, recording, summarizing, etc. One of the hardest jobs I found was to decide on the type of project, for in my community there are a large number of truck crops grown from which to make a selection. I tried to select crops which I thought would be the most profitable and also on which I thought I could do the major portion of the work required myself. I liked the idea of being held responsible for everything connected with the project in any way, shape or form, and this meant that if there was any money to be borrowed, in order that I might be able to do the work in accordance with the best recommended practices from our Agricultural Experiment Stations and successful growers, I would be the one to secure it. Finally, after talking the matter over with my father and with Mr. Woodhead, my teacher, many time, I decided that I would grow for my school project three-fourths of an acre of irish potatoes and three acres of sweet potatoes.

The next job I had was the making of a plan for each crop. In this plan I told just *how*, *why*, and *when* I was going to do each job connected with these three crops. It took a great deal of time outside of school to complete my plans, as each job had to be carefully analyzed in terms of local conditions, which required many interviews with fertilizer dealers, agents, jobbers, etc.

Of my project enterprises, the most profitable was the three-fourths acre of Irish potatoes. The seed that I used was of the Irish Cobbler variety secured from



MARSHALL HASTINGS, *"Truck Farmer"*

Maine. The crop was planted on the 11th of March, an extremely early date for the planting of this crop in Sussex County. Two inches of snow fell a few days after, but except for making the crop a little later, did little damage. Then just when the vines were looking their best an invasion of potato bugs came my way. These were soon routed with a diet of arsenate of lead dust. At harvesting time the three-fourths acre produced 184 baskets of first grade marketable potatoes. These I peddled around Laurel, receiving a total of $117.25 for the crop. My expenses amounted to $51.83, leaving me a labor income of $72.02.

My sweet potatoes, which consisted of three acres, was my largest crop. Sweet potatoes are one of the most important crops of Sussex County and up until the last few years have been a very profitable enterprise. But an over-supply during the last two or three years has resulted in low prices. I grew my own sprouts for my "sweets" in a manure bed. Probably the biggest job was that of keeping down the grass. I harvested 455 baskets of number one potatoes and during the past winter I marketed 205 hampers. Because of a sudden cold spell some of these were frozen in shipment. However, I received a total of $192.70 for the crop which was $63.50 above all expenses.

While grading my irish potatoes, I saved some of the best potatoes from which to select and exhibit at our Corn Show in the Fall. I took a plate exhibit and a table exhibit to the Show held in the Laurel Community House and was fortunate enough to win first prize on table exhibit and second prize on plate exhibit.

I consider the knowledge and the experience gained the most valuable results of my project work. The putting into practice of the methods studied in class on the crops grown on my home farm was a very interesting and much worth-while summer's activity. The total labor income of $143.64 on the two crops was, however, of no little importance to me. Some of the money I am using to finance a poultry project for the coming year.

As a final result of my year's project work, I was extremely pleased during the past week, to learn that my project had been awarded first prize for truck projects in our local project contest. This prize will be a pure-bred Duroc-Jersey pig presented through the courtesy of the Valliant Fertilizer Company of Laurel.

The Story of My Project

VERNON MILLS, *Nevada*

IN CHOOSING my project I found several things to take into consideration. In what phase of agriculture did I need the most practical experience? Could I give something to the farm that was lacking? What kind of project was best suited to my father's farm? What type of project could I handle without too much outside help? After considering these questions, and the projects I had taken in previous years, I came to the conclusion that a project in White Leghorns would be profitable because of the adaptability of this breed to our climatic conditions. So my project was: "The raising of one hundred hens for egg production."

I preferred the artificial method of hatching chickens. It was inconvenient for me to hatch the eggs, so I let Mr. Anderson hatch them for me. He was in the business and had very fine incubators.

I began my project March 6. I secured thirty-eight dozen eggs from a choice flock, and took them to Mr. Anderson to hatch. During the incubation period I secured chick mash, scratch feed, and water, mash and milk tins; borrowed a hover brooder from the agriculture department at the school; cleaned out my brooder room, and put a layer of sand on the floor. Everything was ready when the chickens were hatched.

Out of the four hundred fifty-six eggs, I got even three hundred baby chicks. I was well pleased with the results. I began feeding them when they were thirty-six hours old by giving them sour milk mixed with bread crumbs. After three days a little mash and scratch feed were added. The chicks were fed five times a day, and care was taken not to over-feed. I fed them in the morning and at night, and my mother fed them while I was at school. They were fed five times a day for nearly two weeks. Sour milk was fed in the morning, mash during the day, together with a few heads of lettuce to supply the green feed, and scratch feed in the evening. They learned quickly to pick up the scratch feed.

I tried all one Saturday to make the burner of the brooder work, but finally had to give up knowing I was to get my chickens the next day. After experimenting a little I found that two kerosene lanterns placed under the hover gave sufficient warmth for the chicks. I placed a blanket over the hover to prevent the chicks from becoming chilled. Towards morning I found it necessary to raise the flame slightly.

After the chicks were about three weeks old I gave them all the lettuce and sour milk they would eat; but was very careful not to over-feed with scratch feed and chick mash. They grew very rapidly and the brooder room and small run became too small to accommodate so many, so I transferred them to a larger run. My loss was eleven and seven-tenths per cent. I did not detect any disease in my flock from the time they were hatched.

Out of three hundred baby chicks I raised two hundred sixty-five to maturity. Out of that number one hundred sixty-five were roosters. I have one hundred laying hens now.

When my cockerels were three months old the average weight was about two pounds. At that time I sold most of them locally for fifty cents each, and the remainder were sold at Las Vegas for an average price of twenty-five cents each. Before that time I had kept the cockerels and pullets together. After I had disposed of the cockerels the pullets grew much faster. From this I learned that I should have separated them much sooner. At the close of July the cockerels were all sold and I was able to give my entire attention to the pullets.

The pullets began laying in August, but the eggs were small and I had to take a low price for them. From the time the first egg was laid, up until December first, the hens laid three thousand seven hundred fifty-six (3,756) eggs.

My total expenses up to December first were $155.88. That amount includes cash paid for chicks, feed, value of the products fed from the farm, and equipment. My receipts, including credit from closing inventory, were $351.37. This gave me an income of $195.49 for one hundred three hours of labor, making a return of $1.90 an hour.

I made the following observations during the course of my project: First, I believe chickens can be raised more successfully with milk before them all the time. Second, that chickens should not be hatched so early that they will go into a molt in the fall. Third, I believe it pays to feed the chickens so they will make a steady growth from the time they are hatched until they reach maturity, and have them laying heaviest when eggs are the highest price. This would be during the time from September to January. I have proven that it pays to feed mash to the growing pullets and laying hens.

The three courses I have taken in vocational agriculture have been practical and interesting. For one choosing agriculture as a vocation the high school course in agriculture is especially fine training.—Nevada Vocational Reflector.

A RECORD WHICH IS HARD TO BEAT

By G. W. REAVIS
State Director of Vocational Education
Jefferson City, Missouri

"Carl Dawson, a graduate of the Paris Missouri High School, earned enough money for two years of college education through successful project work with hogs, under the Department of Vocational Agriculture.

"He started in January, 1925, by buying a Duroc gilt for $35. Her first litter was six pigs. Four of these he showed at the 1925 State Fair at Sedalia and won First for the best litter of four pigs in the vocational agriculture class. In the State Futurity Show he won Sixth place with the same litter and on Individual landed several more ribbons in various classes.

"His winnings that year at State and County Fairs totaled $116. He sold four of his hogs for $200, keeping the best gilt for future project work, and gained a net profit of $245 for the year.

"In January, 1926, he bought a Duroc gilt for $75. With this gilt and his prize winning hog of 1925, he started his second year of project work. He raised six-

(*Continued on page fourteen*)

Research in Part-Time Vocational Agriculture Problems in Certain Counties in Indiana

By R. W. GREGORY

Itinerant Vocational Agriculture Teacher Trainer, Purdue University, H. C. Henderson, Vocational Agriculture Teacher, Seymour, Indiana, J. R. Stubbs, Vocational Agriculture Teacher, Summitville, A. J. Smith, Vocational Agriculture Teacher, Spencerville, A. J. Renner, Vocational Agriculture Teacher, St. Joe, C. G. Hornaday, Vocational Agriculture Teacher, Auburn. (Second Semester, 1925-1926.)

PLAN OF STUDY

I. The Problem

1. A study of certain data concerning groups of rural boys of Indiana, who are between the ages of sixteen and twenty years, inclusive, and who are out of school and living on farms as listed in U. S. Census and school enumeration data.

II. The Aim of the Study

1. To develop a technique that may be useful in conducting similar studies.
2. To discover certain principles and facts concerning the problem, which with proper interpretation may serve as the basis for a program looking to its solution.

III. Technique

1. The study was designed to cover all of DeKalb County, Indiana, two townships in Madison County, Indiana, and two townships in Jackson County, Indiana.
2. The names of all boys within the classification under I-1 above and within the areas indicated in the preceding paragraph were secured from the school enumeration sheets by the vocational agriculture teachers participating in this study.
3. Each boy was visited by one of these teachers who secured from each boy data on the following: years of schooling completed, months of instruction in agriculture, months of schooling in a one room school, in a two room school, in three or more room school, years on a farm after having left school—as a renter, as an owner, as a laborer for father, as a laborer for others—size of farm in acres, instruction in addition to school work received through county agent, farmers' institutes, farmers' short courses, Purdue University specialists, 4-H club work, date he left school, reasons for leaving school, vocational purpose expressed, member of a church, a lodge, a grange, a farm bureau.

IV. Study of Data

1. The teachers compiled, analyzed, summarized, and evaluated their data.
3. R. W. Gregory compiled, summarized, analyzed and evaluated the data collected by all of the teachers.

FINAL COMPILATION OF DATA

Number of boys studied, 266; number of these who were actually working on farms, 142; number of these who were actually engaged in occupations other than farming, 124; number who said they intended to be farmers, 110; 50 of these 110 were vocational pupils and the other 60 had not had instruction in vocational agriculture; 78 had been in 4-H club work; 65 had received assistance from county agent; 141 were from owned farms; 80 of these 141 intend to be farmers; 82 were from rented farms; 30 of these intend to be farmers; number of probable part-time students, 78.

SOME CONCLUSIONS

1. Approximately one half of the out-of-school group, who in all census and school enumeration data are reported as being "on farms," have left the farms and have gone into other lines of work.
2. As the size of the farm increases it seems that the tendency of the farm boy to continue in farming increases.
3. Apparently the boy who lives on an owned farm is more likely to continue in farming than the boy who lives on a rented farm.
4. It seems fair to conclude that the part-time problem in vocational agriculture in Indiana is not of sufficient importance to justify the diverting of any great amount of time or money from all-day classes in high school departments to its support, but that, on the other hand, as long as the high school field remains incompletely serviced it should continue to command the major portion of the attention of those interested in vocational agriculture education in Indiana.
5. Of the 266 boys studied, 78 constitute the probable part-time group.

Comparison of the Grades Made in Kansas Agricultural College by Students Who Have Had Vocational Agriculture in High School With Those Made by Students Who Have Not Had Vocational Agriculture in High School

EARL M. KNEPP

By consulting the high school records of all students in the Agriculture Division at the present time, it was found that seventy-three boys had taken Vocational Agriculture in high school and had later enrolled in the Division of Agriculture. The entire freshman class of 1923 was used as the basis for comparison. The subjects used for comparison were the twelve subjects taught in the Division of Agriculture and required of all agricultural students. By using an index figure for

(*Continued on page thirteen*)

Education of the Farm Youth

from

The Condition of Agriculture in the United States and Measures for Its Improvement

A Report by the Business Men's Commission on Agriculture

Published by

CHAMBER OF COMMERCE OF THE UNITED STATES OF AMERICA, Washington, D. C.

and

NATIONAL INDUSTRIAL CONFERENCE BOARD, INC., 247 Park Avenue, New York

"IT IS certain that the task of transmitting to the rank and file of the farmers the results of agricultural research work must largely be attacked through improvements in education of the rural youth. . . . The rural schools can be of great help in transmitting better methods to our future farmers. In the opinion of the Commission, this phase of rural education has not yet received the necessary attention. *At present, the rural schools consider it their main task to dispense a type of education which seem ill-suited to the probable needs of the pupils. Little consideration is given to the fundamentals of agriculture and the curriculum seems to be shaped almost completely to meet the requirements necessary for entrance into high school or college.* It is not suggested that the rural school become a training ground solely for the vocation of agriculture, but the fact remains that most of the children who stay in the locality will pursue that calling, and it therefore seems that a curriculum which does not completely ignore this fact might be more beneficial than that now normally pursued.

"The prosperity of the American farmer depends upon his efficiency relative to foreign competitors. To attain and preserve an American standard of living he must constantly keep several steps in advance of those competitors. This can be adequately done only through education. *A well-conceived program of education, moreover, will not only help to provide the means of living well, but will in itself contribute to better living and working conditions.* Its benefits will not be rapidly attained nor spectacular, but they will work out their results in a thousand devious but effective ways, and education will thus be one of the most important means for improving conditions on our farms and giving American agriculture the standing which it must have if the nation is to maintain its proper place in the progress of mankind.

"Above all, the Commission wishes to emphasize the importance of giving *to our rural education in large degree a character and a quality which will help to conserve and improve rural life.* If we are to preserve some of the fundamental characteristics of farming as a way of life and a noble calling, our farm youth must be brought to a clearer realization of its intangible values and its advantages in contrast to urban activities; and the farmer himself must in larger measure be brought to conceive of his occupation not as a temporary makeshift in which he may well be content to accept lower returns for his labor than his city fellow in the hope of speculative returns on his land values, but as an opportunity for a rich, well-rounded life in which his intelligence and culture and all the resources of community life may find full scope for development."

PLAN OF STUDY

(*Continued from page twelve*)

weighing or evaluating the grades made, an E was worth five points per semester credit, a G was worth four points; an M, three points; a P, two points and an F, one point. The following table will give results in brief:

SUBJECTS	Voc. Agri. Boys No. Gr. Recorded	Voc. Agri. Boys Aver. Points Voc. Ag. Boys	Freshmen 1923 No. Gr. Recorded	Freshmen 1923 Aver. Points All Boys
Judging Market Livestock	59	3.5	83	3.035
Judging Breeding Livestock	40	3.625	58	3.103
Elements in Dairying Recitation	69	3.06	91	2.6
Elements in Dairying Laboratory	65	3.446	91	3.312
Dairy Judging	47	3.447	64	3.312
Agricultural Economics	36	3.122	58	2.95
Farm Crops Recitation	40	3.425	52	3.327
Farm Crops Laboratory	40	3.375	53	2.98
Soils Recitation	33	3.333	55	2.91
Soils Laboratory	33	3.25	54	3.143
Farm Poultry Production Recitation	40	3.25	56	3.143
Farm Poultry Production Laboratory	35	3.4	55	2.273
Principles of Feeding	15	3.8	39	3.41
Elements of Horticultural Recitation	22	3.838	49	3.204
Elements of Horticultural Laboratory	19	3.632	49	3.588
Genetics	20	3.55	38	3.58
Farm Organization Recitation	9	3.44	27	3.3
Farm Organization Laboratory	9	3.333	25	3.124

From the above table, we see that with but one exception the averages made by the vocational group were higher than those made by the class of freshmen in 1923.

From this table the mean grade made by each group was determined. The mean or average grade for boys who have had Vocational work in high school was 3.698 or very nearly a G. (Refer to previous page and you will see that by the index method of weighing grades, a G is given four points.) The mean or average grade for the whole class of freshmen of that year was 3.117 or very little over an M. From college records the average intelligence of the vocational group and of the non-vocational group were worked out. The average rank of

(*Continued on page seventeen*)

TEACHING MARKETING

(*Continued from page nine*)

(e) The risk of the speculator or buyer of large quantities of produce.

(f) An appreciation and understanding of the factors of management, finance, and cooperation necessary to make a cooperative marketing organization successful.

(*Continued on page fifteen*)

THE PHILADELPHIA A. V. A. CONVENTION

(*Continued from page four*)

Dillingham, Josephine C., Supv. of Home Economics, Philadelphia.
Fels, Maurice, Philadelphia.
Fulmer, D. H., Asst. to Secy. and Business Mgr. Board of Ed., Philadelphia.
Green, A. B., Head, Dept. of Mech. Arts, Germantown High School, Philadelphia.
Gotwols, Isabella L., Supv. of Industrial Arts, Philadelphia.
Gideon, H. J., Director of Compulsory Education, Philadelphia.
Goodling, Mr., Director Natl. Farm School, Doylestown, Pa.
Godfrey, Grace, Director of Home Economics, Drexel Institute, Philadelphia; President, Penna. and Phila. Home Economics Associations.
Hicks, Col. G. W. B., Secy. Ind. Rel. Com., Chamber of Commerce, Philadelphia.
Hedden, C. E., State Supv. Ind. Ed., Secy. Pa. Voc. Assoc., Harrisburg, Pa.
Hurrell, Dr. A. S., Penna. State College.
Hall, Jos., Dir. Voc. Ed., Camden Co. Voc. Schools, Camden, N. J.
Hopkins, Mr., Asst. to Secy. and Bus. Mgr., Board of Ed., Philadelphia.
Johnson, Alice A., Supv. of Home Economics, Philadelphia.
Jennings, Florence B., Social Service Dept., Board of Ed., Philadelphia.
Kirk, J. G., Director of Commercial Education, Philadelphia.
Klonower, H., Director, State Teacher Bureau, Harrisburg, Pa.
Kester, R., Editor Pa. Farmer, Philadelphia.
Lindsay, G. L., Director of Music, Philadelphia.
Meeks, W. A., Managing Director, Typothetae of Philadelphia.
MacBride, Elisabeth, Supv. of Home Economics, Philadelphia.
MacCallum, Helen M., Div. of Industrial Arts, Philadelphia.
Matthews, J. J., State Supv. Ind. Ed., Harrisburg, Pa.
Magill, W. H., Asst. Prof. Voc. Ed., Univ. of Penna., Philadelphia.
Maguire, Margaret T., Principal of McCall School, Philadelphia.
Nieweg, F. C., Asst. Director of School Extension, Philadelphia.
Nusbaum, Louis, Assoc. Supt. of Schools, Philadelphia.
Peabody, Gertrude, Dir. Home Econ., Temple Univ., Secy.-Treas. Penna. Home Econ. Association.
Pratt, Jas. A., Pres. Williamson Free School of Mech. Trades, Pennsylvania.
Robinson, F. R., Head, Industrial Dept., Central High School, Philadelphia.
Ratchford, N.
Rudolph, A. Adele, Supv. of Industrial Arts, Philadelphia.
Slingluff, B. F., Supv. of Mechanic Arts, Philadelphia.
Svenson, Olga I., Supv. of Industrial Arts in Spec. Classes, Philadelphia.
Sill, Ruth P., Principal of Girls Trade and Cont. School, Philadelphia.
Saile, Wm., Head, Industrial Department, Frankford High School, Philadelphia.
Sparks, E. S., Secy. Metal Mfrs. Assoc. of Philadelphia.
Stuart, G. S., Secy. Phila. Builders Exchange and Employers Assoc.
Steward, Mae M., Supv. of Industrial Arts, Philadelphia.
Schofield, H. E., Supv. of Mechanical Drawing, Philadelphia.
Sylvester, C. W., Dir. Voc. Ed. of Baltimore, Md., Treas. A. V. A.
Smith, Z. M., Secy. A. V. A., State Dir. Voc. Ed., Indianapolis, Ind.
Schoenberger, E., Asst. Supt. of Supplies, Bd. of Ed., Philadelphia.
Smith, E. Y., Asst. to Secy. and Bus. Mgr. Bd. of Ed., Philadelphia.
Thomas, W. K., Supv. of Mechanic Arts, Philadelphia.
Welsh, W. H., Director of School Extension, Philadelphia.
Wright, J. C., Dir. Fed. Board for Voc. Ed., Washington, D. C.
Wahlstrom, L. W., Mgr. of Exhibits A. V. A., Chicago, Ill.
Whitney, Dr. G. D., Prof. of Voc. Ed., Univ. of Pittsburgh, Pres. Penna. Voc. Assoc.
Griffin, Mr., Philadelphia *Inquirer*.
Jaeger, Mr., Philadelphia *Record*.

CONVENTION COMMITTEES

Chairmen of the several committees were announced as follows:

Convention Management—Charles F. Bauder, Director of Industrial Arts, Philadelphia.

Hospitality and Entertainment—(a) for men: B. F. Singluff, Supervisor of Mechanic Arts, Philadelphia; (b) For women: Henrietta W. Calvin, Director of Home Economics, Philadelphia; (c) Music: G. L. Lindsay, Director of Music Education, Philadelphia; General Chairman, Frank C. Nieweg, Assistant Director of School Extension, Philadelphia.

Publicity—J. G. Kirk, Director of Commercial Education, Philadelphia.

Registration and Information—H. E. Schofield, Supervisor of Mechanical Drawing, Philadelphia.

Banquet—T. M. Dillaway, Director of Art Education, Philadelphia.

Those in attendance at the luncheon were assigned to important duties on these various committees.

A RECORD WHICH IS HARD TO BEAT

(*Continued from page eleven*)

teen pigs and took seven to the State Fair, where they won first in the open class, as well as nine other ribbons in various classes in which he showed them. His pigs won $180 in prizes and when sold averaged $59.20. His profit for the year was $510.

"At present Carl has $800 in the bank, $40 in feed, three hogs worth $250 and expects $600 for his spring crop of pigs. This will raise his total earnings to $1600 for two years' work while attending school. He believes his pigs will put him through college.

He is now enrolled in the Agricultural College at Missouri University and will specialize in Animal Husbandry."

Occupational Status of Vocational Agriculture Graduates

By RUFUS W. STIMSON, *State Supervisor of Agricultural Education, Boston, Mass.*

A SURVEY has been made to determine the present occupations of all who, since the first school in Massachusetts of this home project type opened in 1908, have had one year or more of education at the various vocational agricultural schools and high school departments in Massachusetts. On December, 1927, the returns were tabulated and charted. Some of the findings are shown by the following summary:

Connected with Agriculture		53%
Farming full time	40%	
Farming part time	5%	
In agricultural education	1%	
In business allied to agriculture	4%	
Have agricultural side lines	3%	
Not connected with agriculture		47%
Total		100%

Less than 5% of the people in Massachusetts are on farms. The above results, with more than 95% of the people in attractive callings which are everywhere competing for boys and drawing them cityward, are remarkable.

Percentages are based on the known Occupational Status of 2,157 persons trained one year or more. Others similarly trained but not found numbered 629.

Went to Agricultural College, some of whom are now farming, 7%. Went to Non-Agricultural College, 5%.

Further comment follows:

(1.) The number whose occupational status is known is 2,157. This is 74% of the whole number whose whereabouts were sought, thus leaving 629 not found. Assuming, as the Federal Board for Vocational Education has done in its Bulletin 82 on page 19, that if found such an unaccounted for group would be distributed among the various occupations in the same proportions as those whose occupational status is known, the total of "known occupational status" (2,157) is used as the base figure for the per cents given on the chart and in the table, and those which follow.

(2.) A factory village department, with 89% found, has 86% connected with agriculture. A country village department with 100% found, has 84% connected with agriculture. The former served a surrounding farming territory, but was kiled in a political fight which had nothing to do with the merits of this kind of education. The latter has steadily grown in influence and has an enrollment now of 31, all but one (an infantile paralysis victim for whom an outdoor occupation has been prescribed) from farm homes.

(3.) The first separate school, with 70% found, has 74% connected with agriculture.

(4.) Of the three county agricultural schools: One, with 87% found, has 63% connected with agriculture; another, with 70% found, has 59%; and the third, with 44% and 69% found at its two centers, has respectively 43% and 57% connected with agriculture.

(5.) Certain experimental departments, soon discontinued, but not until after thorough trial, account in large part for the lower average for the whole period and for the whole state. One such, near a summer resort, with 100% found, has the lowest ratio, 17%, now connected with agriculture.

(6.) Our diagram is like one published by the Federal Board for Vocational Education for the whole country, based on sample groups from the various states. These selected groups showed: 74% connected with agriculture, and 26% not connected; 9% who went to agricultural colleges and 15% who went to non-agricultural colleges. If the group we furnished, according to the specifications for its selection given us, had been used for our diagram, our per cent connected with agriculture would have been 80%. Total counts are shown in our diagram, and not selected case counts.

(7.) Vigor, handiness, and versatility are factors which have operated to extend the benefits of the training but to cut somewhat the percentage of those now connected with agriculture.

Vocational agricultural education is rich in open air and muscular activities, in shop work, in outdoors construction and repairs, and in automotive repair, adjustment, and operation features; also in purposeful thinking, purposeful planning, purposeful managing, measuring, and accounting. Half the school day in high school departments is given to general education, English, history, civics, science and the like.

Frequently, it has been discovered, pupils and parents have felt that the agricultural course is the "most practical" course in school, that more can be salvaged out of it in health, handiness, and common-sense ideas about business and public affairs for non-agricultural uses than out of any other course open to their choice; and, in consequence, that agricultural courses have been taken and all project and other farm practice requirements have been cheerfully met where the events proved there had been no intention to follow agricultural careers.

There can be no doubt that, though bad for the chart, this has been good for the boys.

(8.) Conclusion, Vocational agricultural education, in short, is an open door of opportunity to robust and wideawake education which has been and now is appreciated by those who have had its advantages.

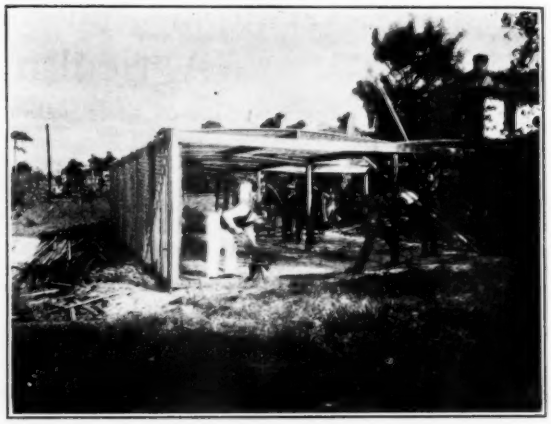
TEACHING MARKETING

(Continued from page thirteen)

(g) The service rendered by the banker and other credit agencies.

2. To teach the student how and to what extent prices received by the farmer for his produce are affected by standardizing, grading, and packaging.
3. Development of judgment.
   (a) Furnish knowledge which will aid the student in determining the time and opportunity for

(Continued on page eighteen)



(ABOVE)

Agricultural boys at work in land laboratory plot, Melbourne High School, Melbourne, Fla. R. C. Dancy, Instructor of Agriculture.

(RIGHT)

Agricultural boys at work in classroom, Sanford High School, Sanford, Fla. R. F. Cooper, Instructor of Agriculture.

(ABOVE)

Agriculture class doing shop work in construction of a Slat House, Melbourne, Fla. R. C. Dancy, Instructor of Agriculture. Such projects are common in the schools of the southern part of the state. These buildings, partial shades, are much used in the propagation and growth of ornamental plants.

SMITH-HUGHES CLASSES IN AGRICULTURAL EDUCATION

The above pictures show three phases of Vocational Agricultural instruction—the practical phase, constructive phase, and the theoretical or technical phase. Every effort is made with the Smith-Hughes Vocational classes to balance the instruction in such a manner that the boys who take this training will become well prepared to do specialized or general farming—depending upon the objectives of the course.

They have the opportunity to master the methods of searching out information on problems that present themselves to the farmer and to secure fundamental information about plant and animal life, their culture and control. Mr. Cooper's class at Sanford is illustrative of boys engaged in the classroom study of farm problems.

In addition to the theory and research comes the concrete experience of the planting and growing of crops under existing farm conditions. The school has a land laboratory plot where the group may take part and experiment in growing plants, also in the observation of the best methods of the same. Further experience of an individual and concrete nature is required of the boys in supervised project work, each boy having the responsibility for a definite project.

Such manipulative experiences are given as are required in the construction of projects which make necessary contributions to successful plant growth, as in the case of the slat house shown in the picture at the upper right. Farm shop construction is extended further into the building of such structures as poultry houses and in the up-keep and repairs on farm buildings and equipment.—Florida Vocational News.

AMERICAN VOCATIONAL ASSOCIATION

AGRICULTURAL EDUCATION

COMMITTEE ON RESEARCH

Chairman, C. E. Meyers, 400 North Third Street, Harrisburg, Pennsylvania.
C. H. Lane, Chief of Agricultural Education, Washington, D. C.
F. W. Lathrop, University of Minnesota, St. Paul, Minnesota.
H. M. Skidmore, University of California, Berkeley, California.
J. T. Wheeler, Professor of Agricultural Education, State Agricultural College, Athens, Georgia.
W. S. Newman, State Supervisor of Agricultural Education, Richmond, Virginia.

SUMMER MEETING

of

NATIONAL EDUCATION ASSOCIATION

Division of Vocational Education

The summer meeting of the National Education Association is to be held in Minneapolis July 1-7, and your attention is called to the Vocational Education Department meeting of that convention.

The officers of the Vocational Education Department of the N. E. A., Mr. R. O. Small, State Director of Vocational Education, Massachusetts, President; Mr. O. D. Adams, State Director of Vocational Education, Oregon, Vice-President; Mr. J. E. Painter, Supervisor of Manual Training, Minneapolis Public Schools, Secretary, and a local committee have been working diligently preparing a program that should be both interesting and worthwhile. The general outline of the program to be offered is—First, a general vocational education meeting; Second, a vocational education banquet; Third, six sectional meetings, namely—agricultural education, home economics education, commercial education, industrial arts education, trade education and vocational guidance.

"Opportunities for Women Trained in Home Economics" is the title of a bulletin which will be released from the press and ready for distribution May 1st, 1928, by the Woman's Occupational Bureau, 1111 Nicollet Avenue, Minneapolis. The cost of the bulletin is thirty-five cents.

An advisory group from Home Economics has cooperated with the Woman's Occupational Bureau of Minneapolis and the School of Business at the University of Minnesota to make a study of the positions into which Home Economics trained women go in Minneapolis and St. Paul.

The method used in securing the information will be valuable to other localities interested to make such studies and the content of the bulletin will be of special interest and value to vocational councillors, vocational guidance specialists and home economics people in the elementary, secondary and college fields. The bulletin contains information concerning types of positions held by Home Economics trained women, these preparations for the various types of jobs, salary and other information.

It is hoped that occupational bureaus of other cities will follow the example of Minneapolis and make similar studies. These bulletins can be procured from the Woman's Occupational Bureau in Minneapolis.

PLAN OF STUDY

(*Continued from page thirteen*)

intelligence for the vocational group was 49.6 and for the whole class of freshmen of that year, 39.3. On the basis of the original computation this 49.6 is considerably higher for the vocational group than for the whole class.

A comparison was made of all the college grades of the boys in the Agricultural Division who have had Vocational Agriculture in the high school and the grades of all men enrolled in the Division of Agriculture in the years 1919-20; 1920-21; and 1921-22.

Average of all college subjects of 73 Vocational Agriculture students 3.07

Average of all college grades of all college men:

1919-1920 ..... 3.07
1920-1921 ..... 3.007
1921-1922 ..... 3.14

The following table shows percentage of E's, G's, M's P's and F's made by Vocational Agriculture students and the general college group:

Comparison of Grades with College Grades

	% of E	% of G	% of M	% of P	% of F
Freshmen Voc.	1.7	29.7	3.17	25.1	10.4
College Boys	10.2	19.4	31.4	27.5	11.5
Sophomore Voc.	8.0	27.2	34.7	23.4	7.5
College Boys	10.8	25.0	34.6	21.3	8.3
Junior Voc.	14.6	33.4	38.2	12.7	1.2
College Boys	8.0	29.2	35.6	20.2	7.0
Senior Voc.	18.9	39.1	29.3	10.1	2.5
College Boys	12.8	32.4	35.3	18.4	1.1
Average Voc.	12.5	29.6	35.9	17.2	4.8
Average for College	10.4	26.7	34.7	21.1	7.1

From this study it would seem that former Vocational Agriculture students made better grades than those in the Agricultural Division who have not had Vocational Agriculture in high school.

TERMINAL COURSES VERSUS PREPARATION FOR COLLEGE

(*Continued from page six*)

of academic educational attainment. Rather I believe it should be measured in terms of the service which the individual is enabled to render to society, according to his intelligence, his aptitudes and his special abilities. This service may be in a professional capacity, as a law maker, as an administrator, as a business man, as a public servant, as a producer of things which society needs, or it may be as a worker in the many fields of service which contribute to the well being, comfort, and satisfaction of the worker's fellowmen. We need to restore a respect for the dignity of labor. If a conception of the social function of education of this kind could exist in the minds of teachers, principals, supervisors, and administrators, the problem would be much more easily solved, and our educational programs would make a far greater return to the communities that support them.

HOME ECONOMICS EDUCATION

Carol and "Perky"

Training in Vocational Home Economics Functions Today in Missouri High Schools

STELLA MOORE, *State Supervisor Home Economics Education for Missouri*

"PERKY"

CAROL MORGAN, a student in the Vocational Home Economics class in the High School, at Unionville, Missouri, tells the following story of her project in Nutrition.

"In October every girl in the advanced Vocational Home Economics class chose a home or outside project on the care and feeding of an underweight or an overweight person while we were making a study of food and nutrition in the Home Economics class.

"I chose 'Perky' a little boy eight years of age. He is next to the youngest of a family of nine, the mother being away from home on account of ill health. 'Perky" was seventeen pounds underweight, this, I thought was due to a lack of proper food and clothing. He could not play like other boys, and could not compete with his classmates in school work.

"The Vocational Home Economics Club in the High School decided to finance the project and I was to plan and prepare 'Perky's' lunch each day for two months. I made out daily diets for his lunches which included a pint of milk, fresh fruits, meat or a meat substitute, soups, and plenty of vegetables, both fresh and cooked. He came to my home to eat during the first month, then we girls prepared the lunch in the laboratory and he would eat at school.

"After three weeks there was a remarkable change in 'Perky.' His pinched expression became one of smiles, his dull, drawn eyes became bright and snappy, and he began to play like a boy with other children, and to do better work in his classes at school. He gained ten pounds.

"His teacher testified to the change in class work. The Vocational Agriculture teacher was quite impressed with the change in the boy's attitude on the playground.

"The girls in the class became interested in watching the change in him. We bought him some new clothes, and you should have seen him, he was so proud of himself. He took much pride in keeping himself neat and tidy.

"We continued this project through December and since that time he is still drinking milk, eating better food, and sleeping ten hours or more each night. We are still helping him find little odd jobs to do to earn money, such as passing programs and placards for school activities. This tends to show what proper food and care will do for a poor little mal-nourished child. 'Perky' is only one of many thousands of children in our country that is in the same condition."

This story of Carol and her interest in the little neighbor boy is typical of similar experiences of the 2000 girls in the Vocational Home Economics classes who are making their training in High School carry over into the home and the community. These girls learn to appreciate children and their needs by making a study of and dealing with the child in her own home or the home of her neighbor.

The development of the child physically, mentally, and morally, is one of the big responsibilities of the home maker. Training for this future responsibility is given in a simple and normal way through home projects similar to the one given above.

TEACHING MARKETING

(*Continued from page fifteen*)

the purchase or sale of material needed or owned by the farmer.

(b) Develop ability to interpret market fluctuations.

(c) Assist student in obtaining information which will aid in determining when and how long farm products should be stored.

4. Development of an understanding regarding the importance of consumer's demands.

Methods of Teaching Marketing

1. Teacher must have definite objectives to be reached through the teaching of the various topics. The course in marketing in a vocational department must not become simply an academic discussion.
2. There should be a definite tie-up with local conditions.
3. The discussion method with problem assignment is well suited to the teaching of a marketing course.
4. Many illustrations from ads in magazines and farm papers are available.

(*Continued on page twenty-nine*)

A HEALTH PROJECT FOR GRADE CHILDREN

HAZEL E. THOMPSON

State Supervisor, Home Economics Education
Topeka, Kansas

In one of our far western schools an excellent piece of work has been carried out by the vocational home making teacher and her second year class for several years. One day each week the teacher and her girls go to the grade school building to carry on health work with the primary grades.

Each girl in the home making class has charge of a certain number of children. She weighs her children and charts the weight. "Health Chore Cards" on which the child has kept a record of his daily health habits is checked and stars given as awards for certain achievements.

The girls take turns in conducting the health lesson. Stories, illustrated by posters, are told and sometimes the health stories are dramatized by the children.

This year white rats were secured from the State Agricultural College Experiment Station and a feeding experiment was carried out. The children were intensely interested in the experiment and were profoundly impressed by the difference between the little animals that were fed properly and the ones that were not given the right food. The amount of milk used by the children has been greatly increased as a result of this experiment.

Many of the mothers send in questions or visit this class and it has had a far reaching effect on the attitude of the entire community toward the health of the school children.

MOTHER IS THE MAGNET OF THE HOME

R. L. COOLEY

President American Vocational Association

BEFORE THE NORTH CENTRAL REGIONAL CONFERENCE IN HOME ECONOMICS EDUCATION, CHICAGO

"Mother controls the family purse strings. Her ability to function as the purchasing agent of the family marks the rise and fall of the barometer of national prosperity. Equip our school girls with training in Homemaking and the business of our country will be stabilized.

"When school days are over most of our girls step into an occupation while a few fill up the ranks of 'Unemployed' pleasure seekers. Girls and women of America have flocked into offices, shops and factories. Eight million women are employed in the United States in professional or industrial work.

"Our boys receive five years of training for a plumber's job. We give the girls and women who are the backbone of our nation training which will fit them into the industrial or professional world. Within five years or less, the business girl may enter a home. What training has she received for her life time job?

"Homemaking—Domestic Science—Home Economics means more than merely a channel for the teaching of cooking and the use of a dress pattern. It is the open door which gives an opportunity to magnetize our mothers with the responsibilities of Homemaking.

"Give our school girls training which will enable them to build and maintain a home and the foundation rock of our country is safe."

VOCATIONAL HOME MAKING EDUCATION IN ALABAMA

MOTTO: *"To do common things uncommonly well."*

Personal and home improvement are a definite part of the home making program in Alabama. Class instruction and home projects help girls and women to solve problems in family relationships, home management, training of children, health of the family, clothing, foods and in making the home more convenient and attractive.

A Lesson in Dyeing

A Lesson in Soap Making

We Go to Market

ELMIRA E. NOYES

PROBABLY all little girls have been sent to the store at sometime to buy some article of food which the mother finds she needs in the preparation of the next meal, but in how many cases has this running to the store on errands for mother given the child any experience in the selection of foods for the family? Surely not in the majority of cases, so a consideration of food buying or marketing is just as important in a course in Home Economics as food preparation.

If we can interest our pupils in things relating to markets and marketing they will be in a position to profit by the many aids that may later fall into their hands in the form of bulletins, magazine articles or a neighbor's experience, not to mention what they may gain from the commissions given them by mother and the more directed study of the subject in food classes. A marketing lesson in the classroom may have some value but it can never arouse the same amount of interest that a trip to market and the stores will arouse. It is not difficult to arrange such trips, and they are well worth the effort. No one can market well by just reading books on the subject and by using the telephone. The only way to learn is through constant application of all one knows on the subject and by repeated trips to market for practice in food selection. A classroom lesson in marketing might be compared to making purchases over the telephone, while the visit to market is one of the trips that leads to knowing through application and practice.

When we take a class to market in Norfolk they see first hand the different types of business places devoted to handling foods. First there is the handsome city market of which we are justly proud, second the country market where the farmers' carts are backed against the curb, third the stores that carry charge accounts and have a delivery service, fourth the cash and carry, and the chain stores. These different places the class compares as to sanitation, quality of wares, prices, appearance of clerks and such items.

It is fitting that we stress in our trips, market facilities, vegetables and sea foods, for Norfolk has one of the finest city markets to be found anywhere, is the center of a large and famous trucking section with seafood industries that are no less important than the trucking.

Following are some brief notes on some class trips to market:

1. A certain class has been giving special attention to vegetables. They went to market to find out what vegetables they could obtain, which were in season, which out of season, the range of prices at different stalls and particularly to investigate any unfamiliar to them. The class was divided into groups, each of which had a certain amount to spend. Upon reaching the market the groups entered by different doors and each pursued its own way. There was time on the return to compare purchases and to discuss their value both from the money and food standpoint. The next lesson took up the cooking of the vegetables that were bought.

2. The different brands, size of packages, and price of staple foods was the reason for a marketing trip for another class. A list of staples, flour, sugar, baking powder, coffee, cocoa, etc., was made beforehand. With these lists, visits were made to several chain stores and to credit and delivery stores. After the trip a chart was made of the information obtained. A lively discussion followed which covered the causes of variations in price of the same brand at different places, and of different brands at the same place. Also which sized package was most economical.

3. Arrangements were made beforehand for another class that went to market. This was a purely observational trip. As the children went through the market they made a list of all the vegetables and fruits they saw and jotted down notes about the unfamiliar ones. At one of the meat shops the butcher gave a demonstration and showed various cuts of meat. In the fish market they had a talk about fish and were shown the different varieties.

4. A group of classes were preparing for a food sale. The members of these classes were sent out to investigate and report on the prices of the same products at the market or in the delicatessen stores. These results were tabulated and compared with the calculated cost of the articles prepared for the sale. A similar sort of investigation was carried on by a class that was making fruit cakes on orders. Their investigations included a trip to a bakery where they saw cakes being made on a commercial scale. The use of oven thermometers and the care taken to have the right even temperature were the things that made an impression on them.

5. This group went to market armed with a questionnaire, which inquired about unfamiliar and familiar fruits and vegetables, about different kinds and cuts of meat and about varieties of fish, the prices of all these food stuffs, and whether they were produced locally or not. There were also questions about the market itself. As usual, at the market, the class divided into groups. The market people are always very courteous with the children answering questions and giving information. There was one particularly pepful group who found their way to the Superintendent of Markets. They came back with a lot of information and statistics about the cold storage plant and storage facilities, the cost of the market and the cost of running it, the number of people employed and such items.

These are some of our experiences with market trips. We have no set procedure, each class suggests its own objective for the trip. Our main purpose for all classes is to teach intelligent and economical food buying, but the manner of approach and the after development of market trips are as individual as the members of the classes.—The Virginia Vocational Association Bulletin.

An Analysis of Report Forms Used by Teachers of Vocational Home Economics

BEULAH GILLASPIE, *Graduate Student in Home Economics, University of Minnesota*

THIS study was undertaken as an attempt to determine what facts the State Supervisors of Home Economics wish from teachers in the vocational schools.

Each State Supervisor of Home Economics was asked to send copies of the report forms used by the teachers.

The report forms were divided into groups pertaining to day, evening, and part-time schools, and a list was made of all items found on the blanks. The items were grouped under, what seemed to be, the most logical heads and from this a form was made which was used to check each report.

In making up this report the following were used: report forms covering different units of time—the time element varying from one month to nine months; statistical and general; claims for reimbursement and application for Federal and State aid. Special report blanks were sent by some states as report forms for health, nutrition, home practice, and club work. These were not considered in the analysis.

This study does not include report forms from teacher training institutions.

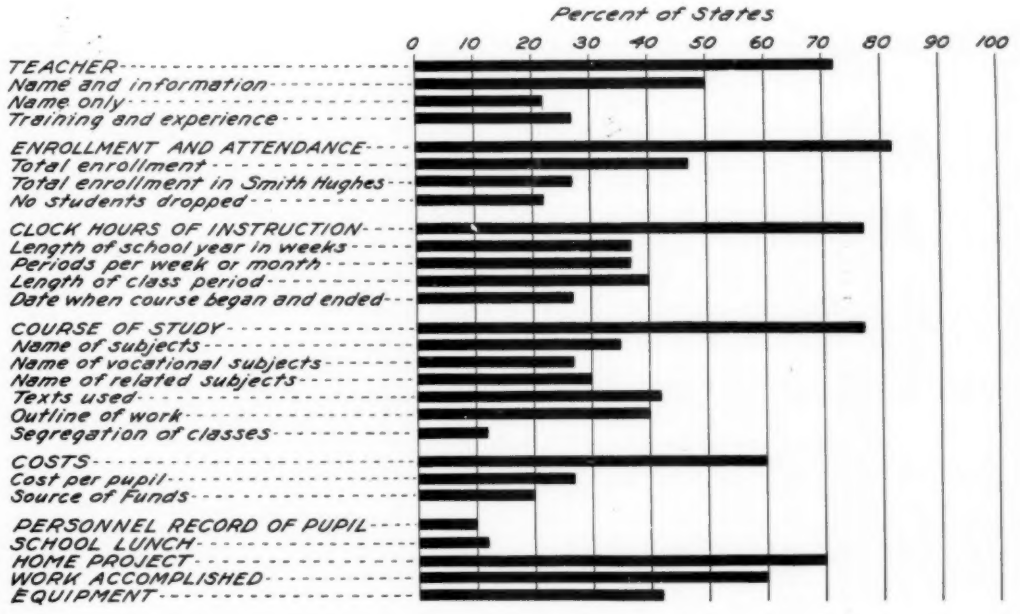
Day School

Forty states sent report forms for the day school. They are: Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Pennsylvania, South Dakota, Texas, Vermont, Virginia, Washington, West Virginia, Wisconsin and Wyoming.

Twenty states asked for the name of the teacher, her qualifications, schedule, salary, or activities, while nine asked for her name only. The most common elements to be found in the blanks for reporting were schedule or program, and total annual salary. Eleven states asked for information as to training and experience. Within the eleven some states use special forms for securing this information.

Thirty-three states desired information as to enrollment and attendance. Of that number nineteen wanted total enrollment; eleven, the total enrollment in Smith-

Table I.



Most Common Items Asked for by State Supervisors
Day School
Number of States Replying 40

Hughes classes, and nine the number of students dropped.

Thirty-one states asked for clock hours of instruction, of which fifteen asked the length of the year in school weeks; fifteen, the number of periods per week or month; sixteen, the length of the class period; eleven, the date when the course began and ended.

Thirty-one states require a report on the course of study. Fourteen desired the name of the subjects; eleven, the vocational subjects; twelve, the related subjects; seventeen, the texts used; and sixteen, an outline of the work. Five states asked if the classes were segregated.

The personal record of the pupil was included by four states, and items concerning the school lunch were listed by five.

Twenty-eight states gave a part of their regular report form or sent separate detailed blanks for reporting home project work. A large number of questions were asked concerning the projects. The most common requests were: title, scope or plan of project, number carried on, visits by instructor, method of supervision, and outstanding results. The states that sent special reports for home projects are: Arizona, Idaho, Iowa, Kansas, New York, Ohio, Texas, Washington. Arizona sent a separate report blank for home practice. Twenty-four states wanted to know the work accomplished.

Twenty-four states had some item relating to cost, but in general little emphasis was placed on cost. Equipment was mentioned seventeen times, but it was not always clear whether the cost was desired or just a list of equipment. Eleven asked the cost per pupil and eight asked for the source of funds. Other items that received attention by some states are: total cost, money made by the department, and use of that money. Colorado, Iowa, New Mexico, and North Dakota sent separate detailed blanks concerning costs. (See Table I.)

Evening School

Evening school report blanks were sent by: Alabama, Arizona, Arkansas, Colorado, Florida, Georgia, Illinois, Indiana, Kansas, Louisiana, Maine, Massachusetts, Michigan, Minnesota, Missouri, Nebraska, Nevada, New Jersey, New York, North Carolina, Ohio, Oklahoma, Pennsylvania, South Dakota, Tennessee, Utah, Virginia, Washington, West Virginia, and Wisconsin.

The thirty states that sent evening school blanks asked the name of the teacher, while twenty-one states asked for additional information concerning her. Twelve states wanted to know the hourly rate of salary; eleven, the total annual evening school salary; sixteen, the subjects taught or schedule; six, experience; five, training.

Twenty-four states requested the total enrollment and seven the average attendance.

Fifteen states asked concerning the personnel record of the pupil. The outstanding items were name, age, and occupation.

Nineteen states desired information as to the course of study. The only items that stood out were title of course or unit, and outline of course or unit.

The section dealing with the clock hours of instruction was given more weight than any other. All of the states asked for information of some kind: twenty-four requested the number of meetings; twenty, the date of

States Contributing Blanks

	Day	Evening	Part time
1 Alabama	✓	✓	✓
2 Arizona	✓	✓	✓
3 Arkansas	✓	✓	✓
4 California	✓		✓
5 Colorado	✓	✓	
6 Connecticut	✓		
7 Delaware	✓		
8 Florida	✓	✓	
9 Georgia	✓	✓	
10 Idaho	✓		
11 Illinois	✓	✓	
12 Indiana	✓	✓	✓
13 Iowa	✓		
14 Kansas	✓	✓	✓
15 Kentucky	✓		
16 Louisiana	✓	✓	
17 Maine	✓	✓	
18 Massachusetts	✓	✓	
19 Michigan	✓	✓	✓
20 Minnesota	✓	✓	
21 Mississippi	✓		
22 Missouri	✓	✓	

	Day	Evening	Part time
23 Montana	✓	✓	
24 Nebraska	✓	✓	
25 Nevada	✓	✓	
26 New Jersey	✓	✓	
27 New Mexico	✓		
28 New York	✓	✓	✓
29 No. Carolina	✓		✓
30 No. Dakota	✓	✓	
31 Ohio	✓	✓	
32 Oklahoma	✓	✓	
33 Pennsylvania	✓	✓	
34 So. Dakota	✓	✓	
35 Tennessee	✓	✓	
36 Texas	✓	✓	
37 Utah	✓	✓	
38 Vermont	✓		
39 Virginia	✓	✓	
40 Washington	✓	✓	✓
41 W. Virginia	✓	✓	
42 Wisconsin	✓	✓	✓
43 Wyoming	✓		

beginning; eighteen, the date of closing; seventeen, the length of each class period; fourteen, the days of week and hours of meeting; thirteen, time for each subject or unit.

Three states inquired if equipment was adequate.

Eight states wanted a report of the work accomplished.

Eight states asked relative to costs.

(See Table II.)

Part-Time School

Forms pertaining to the part-time school were sent by: Alabama, Arizona, California, Indiana, Kansas, Michigan, New York, North Carolina, Washington, and Wisconsin.

The amount of information procurable from the part-time blanks was much less than for either the day or evening schools.

Three states out of ten sending blanks asked only for the name of the teacher, while seven asked for the number of teaching hours per week. Very few other questions were asked.

All of the states reporting had items relating to enrollment and attendance.

Two states listed items as to the personnel record of the pupils.

All but one state desired information regarding the course of study. The subjects taught and the outline of the lessons taught were the outstanding items.

Items relating to clock hours of instruction were listed by eight states. Six states asked for the number of hours in each unit per week; five, the date when the unit began; four, the date when the unit closed; three, the number of meetings.

One state desired information concerning costs. (See Table III.)

Discussion

Some of the states did not send all of the blanks used because they were being revised or for other reasons. This report does show, however, where the majority of supervisors are placing emphasis in the report forms.

It was found that there was little uniformity in the number of forms used, in the items asked for, and the arrangement of the items on the blank. It is desirable to simplify reporting and at the same time insure accuracy of report and cover the most important items. The writer would urge that supervisors avoid cumbersome, complicated report forms. The aim should certainly be in the direction of simplicity and clearness.

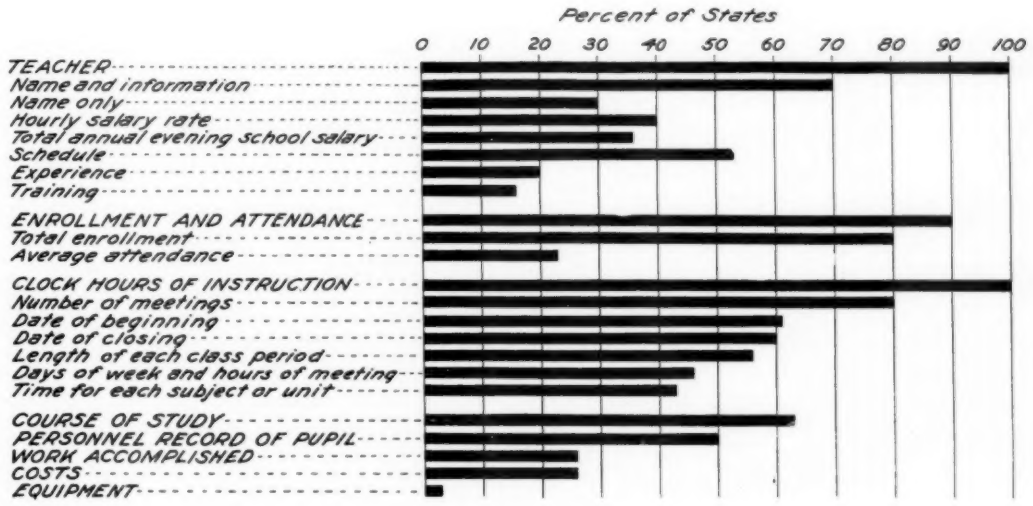
From the report forms studied emphasis was placed on enrollment and attendance, clock hours of instruction, course of study, and home projects.

Items dealing with the matching of Federal funds by State and local money and the expenditure of Federal money by the states were not found in all reports. It must be assumed, however, that this matter is taken care of by some other method.

The report forms were intended for public secondary schools, consequently care was taken of items pertaining to public supervision and control of classes or schools, and of instruction of less than college grade.

Fitting for useful employment can best be checked in reports by very definite specifications of the course of study, and to a great extent, by the methods used in teaching the home economic and related subjects. This point was considered in a general way by a majority of the states. It would seem desirable, however, to require the type of report which would show the important homemaking activities covered by the home economics curriculum, the organization of the units of homemaking, and the methods used in teaching. The supervisor

Table II.



Most Common Items Asked for by State Supervisors
Evening School
Number of States Replying 30

should know whether obsolete or up-to-date techniques are being employed. She should find whether the teachers are making any effort to use and evaluate such methods as the project, contract, case study, and other methods. It is also desirable to find out if the methods used and standards reached are consistent with good home practices. Reporting would be of less importance if supervisors visited the schools frequently and checked up by the personal contact method. Since visits at frequent intervals are seldom possible, the reports should give a clear picture of the local situation.

The items relating to the age of the pupil and the segregation of pupils in home economics and related subject classes were considered in but a few cases. Five states asked about segregation of classes in related work.

It was possible from most of the report forms to determine whether or not the required length of time was given to the work.

Some items were noticeable from the standpoint of the little attention that they received.

The teachers' qualifications were asked for by few states. It is assumed that the remaining states have some other means of securing that information.

It was surprising to note, what appeared to be, the lack of interest in costs. Many states did not ask about costs, some states covered the item in a fairly adequate manner, and four states had separate blanks for the purpose. Careful accounting of funds used by the home economics department should be made irrespective of the source of income. Local teachers and supervisors should have accurate information on this point to be able to justify expenditures, to plan a budget for the department, to answer inquiries of local and state school boards and legislatures.

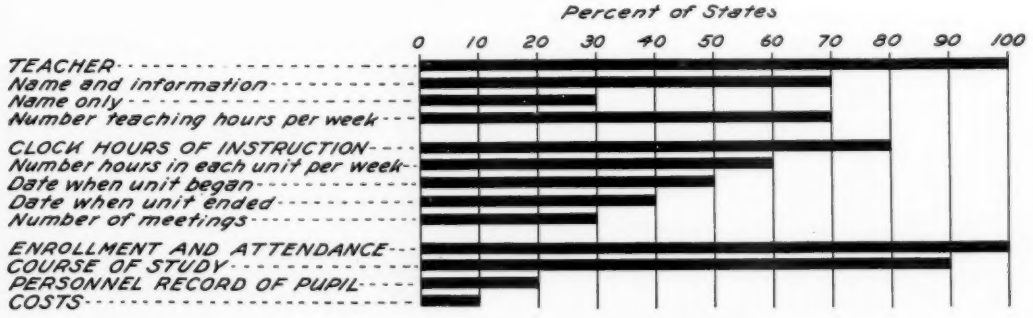
Very little was asked in regard to what the teacher did for professional improvement while on the job, or what plans the teacher had for improvement during the summer.

The general impression one would get from studying the report forms submitted is that the number is adequate, and that more emphasis might well be placed on checking on costs, organization and content of the curriculum and methods of teaching.

It is more than likely true that supervisors use other methods of checking on these points. We did not ask for supplementary materials.

As interest increases in Home Economics Education research it would appear that the reports asked for by state supervisors might include valuable materials for study and analysis.

Table III.



Most Common Items Asked for by State Supervisors
Part-time School
Number of States Replying 10

TRADE AND INDUSTRIAL EDUCATION

Diligence and Perseverance Still Have Their Reward

WILLIAM SACHS
El Paso Trade School, El Paso, Texas

HE FIRST came to us in an evening class in the machine shop back in September, 1920, a long, thin, awkward, slow and mild-voiced boy, lately graduated at a local private school and apprenticed at the "G. H." railroad shops as a machinist apprentice at the age of 18. In a world all around him of strange situations and new methods and too timid, perhaps, to ask those working around him the many questions he would like to have answered, he stayed with his chosen calling.

He came all winter to night class in the Vocational School Machine Shop, hardly missing a night the whole school year, working diligently at machines or bench, studying at home and shop. When February, 1921,

(*Continued on page twenty-eight*)

Five room stucco house with bath; one fireplace and a flue. All the bricklaying, electrical work, carpentry, and painting is being done by students of the Alabama School of Trades, Gadsden, Ala. Work on this house was started March 1st and is expected to be completed by April 15th.

Texas Organizes Training Work for the Plumbing and Steam Fitting Industries

N. S. HUNSDON, *State Supervisor of Trade and Industrial Education*

A STATE WIDE CONFERENCE on Apprenticeship, Apprentice Training and Journeyman Training for the plumbing and heating industries was called by the State Director of Industrial Education, at Austin, Texas, March 27, 1928, for the purpose of making some preliminary plans for the training of workers in the plumbing and steamfitting industries. The following problems were discussed during the meeting and a special preliminary commission was heard.

Work of the State Board for Vocational Education in providing training for apprentices and journeymen in the plumbing and steamfitting industries—N. S. Hunsdon, State Supervisor of Industrial Education.

The interest of the State Board of Health in better mechanics for the plumbing and heating industries—Dr. J. C. Anderson and Mr. V. M. Ehlers, State Board of Health.

The training of foremen by the State Department of Vocational Education—H. Dignowity, Department of Industrial Education, University of Texas.

Reports from cities where training programs have been successfully carried on. Houston, Paul Drummett; San Antonio, L. W. Fox; Fort Worth, Green B. Trimble.

(a) The attitude of the master plumber and heating contractor toward a training program—D. D. Robb, Houston.

(b) The attitude of the journeyman plumber toward training of apprentices and journeymen—John Heffernan, Houston.

The national plan of training for plumbing and heating industry—S. Lewis Land, Evansville, Indiana.

Consideration of recommendations of preliminary committee and formation of State-wide program of training.

The following report was submitted by this Preliminary Commission, the personnel of which consisted of the following:

D. D. Robb—Texas State Master Plumbers Association.

John Heffernan—United Association of Steam Fitters and Plumbers of Texas.

H. P. Patillo—United Association of Steam Fitters and Plumbers of Houston.

Harvey Williams—Local Director of Industrial Education, Austin.

Paul Drummett—Local Director Industrial Education, Houston.

H. Dignowity—Foreman and Teacher-Training Department of Vocational Education, University of Texas.

S. Lewis Land—Educational Director, Trade Extension Bureau of Heating and Plumbing Industries, Evansville, Ind.

N. S. Hunsdon—State Supervisor Trade and Industrial Education, Austin, Texas.

Recommendations of the Preliminary Commission:

I. The plumbing industry in Texas needs more technical and practical education.

1. Apprentice training shall be conducted under the advice of a local committee of school people, journeymen, and masters.
2. The local need for apprentice training shall be determined by a survey to be made by a local apprenticeship commission.
3. A plumber's apprentice is defined as one employed by a person or firm legitimately engaged in the plumbing business. It is understood that the work of this conference for vocational training is entirely for apprentices working at the plumbing trade, under the following conditions.
   a. He is hired as a learner.
   b. He works as a learner.
   c. He is trained as a learner.
   d. He is paid as a learner.
4. Employers, apprentices, journeymen, and school people need education in regard to training in the plumbing industry.
5. The state apprenticeship commission, which shall consist of two representatives appointed by the State Master Plumbers Association; two representatives appointed by the Association of Journeymen Plumbers; one representative from the State Board of Health; one representative from the State Board for Vocational Education, and one representative of the local director appointed by the State Supervisor of Industrial Education, shall have the following duties: (Each organization shall notify the State Board of Vocational Education of its appointees.)
   a. To sit in an advisory capacity where a change in policy or rule is concerned.
   b. To support the state program of apprentice training.
   c. To familiarize the people of the state with the state program and report back to the annual conference on plumbing apprenticeship.
   d. To suggest ways and means of providing instruction and training for apprentices.
   e. To outline minimum qualifications for entrance into the trade.
   f. To suggest curriculum requirements.
   g. To suggest ways and means of training teachers.
   h. To recommend qualifications for instructors.
   i. To cooperate with local joint apprenticeship commissions in working out their problems.
   j. The State Apprenticeship Commission shall act as an advisory body to local communities.
   k. The personnel of the local apprenticeship commission shall consist of at least two representatives from the Master Plumbers, two journeymen plumbers and one from the

schools and shall be determined at a joint local meeting.

(1) This commission shall be organized with the chairman as the executive head of the commission, and a secretary se-selected from their membership.

l. To study existing laws, rules, and regulations, practices existing, and to inform local apprenticeship committees so they may know:

(1) State apprentice program.
(2) Relation to the State Board of Health.
(3) Program of State Board for Vocational Education.
(4) Program of National Trade Extension Bureau.

II. The duties and responsibilities of the local apprenticeship commission shall be as follows:

1. To make a survey of local and state conditions to determine the need for apprentices and apprentice training.
2. To review and recommend for modification rules and regulations governing apprenticeship.
3. To assist in finding properly qualified instructors and recommend them to school officials.
4. To assist in local school facilities such as rooms and equipment.
5. To assist in outlining courses of study for the schools subject to the approval of the local board of education and the State Board for Vocational Education.
6. Visit the schools or see that they are visited regularly by men from the trade.
7. Cooperate with the co-ordinator or the attendance department in requiring regular attendance of apprentices in school.
8. Safeguard the training of apprentices on the job.
9. Cooperate with the coordinator and the plumbing instructor in the proper conduct of the apprentice while in school.
10. Hear and adjust complaints and if not possible to settle satisfactorily, make reports and recommendations to the State Committee.
11. Enforce regulations.
12. Encourage vocational guidance and occupational study with pupils in all schools.
13. Urge the selection of suitable candidates for apprenticeship and enrollment in classes.
14. Sell the training in the school to the apprentices, the employer, and the parents, and induce the applicants to attend school.
15. Report back to their local organizations and keep them fully informed and active in promoting the local program.
16. Provide men from the trade to speak to groups of apprentices concerning the possibilities, opportunities, and requirements for entrance in the plumbing trade in accordance with plans of the state and local apprenticeship committees.

III. The relation of the State Apprenticeship Commission, the local apprenticeship committee, the local school, and the State Department.

1. Local apprenticeship commission shall act in an advisory capacity in its relation to the local school.
2. Local boards of education shall seek the advice and counsel of the local apprenticeship committee.
3. All relations shall be in accordance with the laws of the State and existing rules and regulations adopted by State departments.
4. Local apprentice committee shall cooperate with the State apprenticeship commission.

IV. How to select plumbing apprentices.

1. It is recommended that the applicant's age be left to local commission, but this conference recommends 16 to 21 years as maximum and minimum ages.
2. The health and general physical characteristics of the applicant should be such as to enable him to perform the work of a plumber.
3. Assurance that the occupational information of the applicant is such that he fully understands the working conditions met within the trade.
4. It is recommended that all applicants have at least the equivalent of an elementary education through the eighth grade; a junior high school education or high school education is desirable.
5. Assurance that the applicant and his parents understand fully the term of an apprentice contract, which includes a five-year term of apprenticeship and at least 144 hours of school attendance at the employer's time during the five-year term. Also that they understand fully the wage schedule, the rate of advancement, and the future possibilities of the plumbing trade.
6. Assurance that applicant is a boy of good moral character and habits.
7. It is suggested that in selecting candidates for apprenticeship, the plumbing industry avail itself of the opportunities afforded by the vocational school and that the plumbing instructor, co-ordinator, or the vocational guidance department of the vocational school be consulted.
8. Apprentices shall be selected by employers, on recommendation of employers or journeymen and approved by the commission.

V. Suggested qualifications for plumbing instructors.

1. For instructors of shop work done in the school shops.
   a. A minimum of at least three years of journeymen experience in addition to recognized apprenticeship.
2. For instructors of related subjects, such as Drawing, Science, Arithmetic, etc.
   a. Related subjects instructor shall have a minimum of two years experience above apprenticeship.
3. The instructor must be certified by the State Board for Vocational Education.

VI. Plumbing instructors may receive training at any recognized institution approved by the State Board for Industrial Education or from an itinerant teacher trainer from the State Department of Vocational Education.

VII. This conference recommends that there be conducted this summer by the State Board for Vocational Education a two weeks intensive training course for plumbing instructors, the place and exact time to be determined by the State Director of Industrial Education.

VIII. Suggested program of training.

1. It is recommended that whenever possible, the local apprenticeship commission provide for a full time qualified instructor in the local school.
2. Whenever instruction can not be provided in this way it is recommended that a part-time instructor be employed who shall give instruction in the local part-time school.
3. It is recommended that apprentices in towns and cities where instruction can not be provided by either of the three methods outlined above, that such apprentices be enrolled in a correspondence course approved by the State Commission.

IX. Foreman training.

This conference recommends that foreman training conferences be provided for the industries by the State Board for Industrial Education, and that these conferences consist of a series of twelve meetings of two hours length as follows:

Topics suggested for discussion at a twenty-four-hour Conference of Master Plumbers or men encountering problems of foremanship in the plumbing trade and industry.

1. Managerial Responsibilities.
2. Supervisory Responsibilities.
3. Instructional Responsibilities.
4. Leadership.
5. The Creating of Interest.
6. Orders.
7. Cooperation.
8. Reduction of Waste.
9. Safety.
10. Instruction.

Any other topics of interest can be inserted or treated at the demand or suggestion of the foremen.

Mr. Lewis Land, of the Plumbing and Heating Industries Bureau of Evansville, Ind., was present and gave valuable assistance in putting over the program.

Three cities, Houston, Fort Worth and San Antonio, have organized local commissions and have the work organized for the apprentices.

The State Apprenticeship Commission consists of W. W. Robb, Master Plumber, Houston; H. G. Wharton, Master Plumber, San Antonio; H. P. Pattillo, Journeyman Plumber, Houston; Frank Converse, Business Manager Plumbers Union, San Antonio; Dr. J. C. Anderson, State Board of Health, Austin, and N. S. Hunsdon, State Supervisor of Trade and Industrial Education, Austin.

DILIGENCE AND PATIENCE STILL HAVE THEIR REWARD

(*Continued from page twenty-five*)

rolled around, he quit his job at the railroad machine shops and enrolled in the day-trade class, at the same time still keeping on with night class.

At the end of the school year, he again returned to his trade work, enrolling in night class again in the fall of 1922, also changing positions to the El Paso and Southwestern Shops to finish his apprenticeship where his devotion and skill in sketching, together with his mechanical knowledge and mathematics, were recognized. In a short time, he was promoted to the testing department, assisting a specialist in mechanical investigation. Working here and there, until the last year of his apprenticeship, he was temporarily apprentice instructor. In the meantime he kept up his night work in the High School machine shops until 1925.

He was then transferred by the railroad to Tucson as apprentice instructor at a good salary. Today at the age of twenty-five he is foreman of the erecting shop and round-house repair shop in a nearby city and his salary is well over $3,000 a year.

He has a happy home and a resolution that little Joe, his son, will some day follow in the footsteps of his father. In the several visits we had together, he always reflected his interest in vocational training. He is one of the outstanding successes of our students.

SUMMER COURSE FOR PRINTING TEACHERS

At Ocean City, N. J.

The nationally known summer school for printing teachers, which has been held for the past twelve years at Ocean City, N. J., will continue this season as formerly.

This printing school, under the personal direction of Mr. Frank K. Phillips, Manager of the Education Department of the American Type Founders Company, is a unit of the regular summer school for teachers conducted by the New Jersey State Education Department. This permits teachers of printing to take courses in general professional subjects as well as in printing proper.

All subjects given will be accepted for credit toward an appropriate teacher's certificate and also for credit at a state normal school. Advanced courses will receive college credit.

Courses given under the general heading of Printing are as follows:

Printing I—Principles and Practice, 120 hours, 2 credits

Designed to equip the professionally trained teacher in service (either academic or manual arts teacher) with a general knowledge of the basic principles and practice of printing occupations, to enable him to teach printing in the manual arts or prevocational phases of education. This subject is personally taught by Mr. Phillips.

Printing II—Training Course for Teachers of Printing. 90 hours, 3 credits

Arranged for teachers of printing with little professional training or for practical printers who wish to qualify for positions to teach printing. This course includes such topics as analysis of the printing trades, organization of courses of instruction, methods of teaching printing, preparation of instructional materials, class management and rating of students.

The instructor of this course will be George E. Huckins, Head of Printing Department in Buffalo State Normal School and joint author of the training course for printing teachers issued by the International Typographical Union.

Printing III—Linoleum Blocks
60 hours, 1 credit

Specially designed for art teachers as well as for teachers of printing. Deals with principles of art as applied in printing, reproduction of design in flat areas, and make-ready and presswork for linoleum cuts.

This course will be under the direction of Miss Dorothy E. Porter, Supervisor of Art in the Public Schools of Elizabeth, N. J., and Frank A. Baker, of Montclair, N. J.

Sessions begin July 2 and close August 4. Tuition is free to residents of the state of New Jersey. A nominal charge is made for non-residents.

Detailed information may be obtained by addressing Frank K. Phillips, Manager of Education Department, American Type Founders Company, Jersey City, N. J.

SUMMER SCHOOL COURSES FOR COMMERCIAL TEACHERS

Commercial teachers who are planning to spend their summer in Southern California and wish to improve their time by taking University courses in Commercial Education, will be glad to know that both the University of California at Los Angeles and the University of Southern California are going to offer courses in this field.

The University of California at Los Angeles will offer two courses. One of these courses will be "Principles of Commercial Education." This course is planned for those who wish to make a careful study of the organization, administration, and supervision of commercial education in four-year high schools, junior and senior high schools, and part-time schools (two units). The second course will be "Methods of Teaching Shorthand and Typewriting," also a two-unit course. Both of these courses will be offered by Mr. Albert E. Bullock, Supervisor of Commercial Education, Los Angeles, California.

The University of Southern California will also offer a course on "Methods of Teaching Shorthand and Typewriting" (two units). This will be given by Miss Eva M. Jessup, Assistant Supervisor of Commercial Education, Los Angeles, California.

REHABILITATION FUNDS

Laws appropriating funds for the education of handicapped children have been enacted in a number of states and the interest in such classes is growing in communities throughout the country. As the demand for teachers with special training for this work is greater than the supply, training courses for the teachers of sight-saving classes are being offered at several universities. This summer the University of Cincinnati and the University of California will offer elementary courses for the training of sight-saving class teachers, and the University of Chicago will give an advanced course, the latter being limited to teachers who have had elementary training in this work.

Information concerning the courses may be had from the respective universities or from the National Society for the Prevention of Blindness, 370 Seventh Avenue, New York City.

NEWS ITEMS FROM ESTHER BUILDING TRADES CLASS

Esther, Missouri
By H. P.

The boys taking this course this year have enjoyed it very much. When weather permitted at the first of the year, we worked outside building garages, barns, and other out-buildings. At the present, we are engaged in cabinet work in the shop. When work is slack, about two or three periods a week, we assemble at the finishing room and figure out bills of stock for houses or outbuildings.

We have had a great deal of experience in many things. The new school building afforded an excellent opportunity for us to learn of electrical work, by wiring shop, concrete work in making foundations for machinery, making book shelves, benches, cabinets, tables, paneling, glazing windows, and putting on interior decoration in finishing of new work added, and of repair work on other buildings.

We, at present, have ten boys in our class. Nine who come to school all the time and one for this course only, and he says he likes the course very much. We are planning several bigger jobs just as soon as the weather permits and hope we will be successful in every undertaking.

TEACHING MARKETING

(*Continued from page eighteen*)

5. Graphs and charts are not only interesting and valuable but almost essential.
6. Make trips to near-by manufacturing plants. Some boys in the class will be able to describe their experiences in a trip through a packing house.
7. Use articles in current farm papers and magazines on such problems as the "McNary Haugen Bill."
8. Some teachers have found much interest in the actual organization of a cooperative marketing association within the class.
9. Have a student make a price graph on the commodity represented by his project.
10. Watch the market reports to determine profit or loss on a given purchase or sale over a certain period of time.

Difficulties

1. Limited reference material in many schools.
2. Some topics such as future trading are involved, general and technical, and require background of experience or training in economics.
3. Possession of ready-made prejudices by boys.
4. Teacher's lack of background of experience and training in college to weigh both sides of many problems.
5. Little opportunity for activities such as trips, laboratory exercises, etc. Makes study very academic—might lack interest.

SHIP'S NEWS

SIMONDS ECONOMIC PRIZES

Alvan T. Simonds, President of the Simonds Saw and Steel Company, is offering this year $1,500 in two prizes of $1,000 and $500 for the best essay on an economic subject. The subject was put up to 210 leading economists and business men of the United States in the following form:

Alvan T. Simonds Economic Prizes for 1928.

To Stimulate Economic Thinking and to Increase General Economic Intelligence

Alvan T. Simonds offers two prizes of $1,000 and $500 for the best two esays on an Economic subject.

Please *check* the subject you would choose from the list below—*or suggest a subject you would prefer.*

1. Is Prosperity Dependent upon Gold? 7
2. How Can the Costs of Distribution be Reduced? 64
3. Is Advertising Costing the Consumer too Much? 26
4. The Economic Dependence of the United States .. 4
5. Did the United States Gain or Lose by the World War? 5
6. Can the Purchasing Power of the Dollar be Stabilized? 17

Suggested Subject 15

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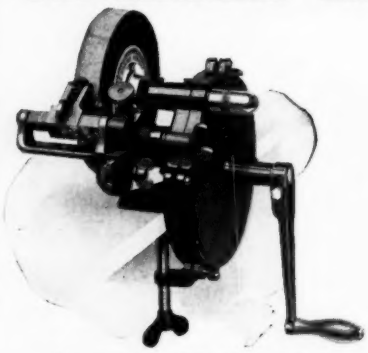
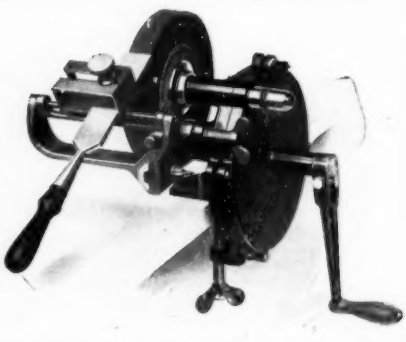
Up to date one hundred and thirty-eight replies have been received and the vote is as indicated in numbers above. In addition to the votes for subjects suggested on the post card, there were fifteen who suggested other subjects. Among these there was no duplication, and in general they covered problems in agriculture, in unemployment and in decreasing profits.

The subject chosen, the rules governing the contest and other information will be given out within a short time.

The American "Liberty" Grinder and Attachments



A fast-cutting, powerful tool, built to stand up under all conditions.



American "Liberty" attachments are very substantial and rigid—hence accuracy is assured. These Grinders have won the highest endorsement of skilled mechanics as well as Vocational Directors.

Let us quote you on your requirements

Write for Descriptive Leaflet

The Milwaukee Circulating Pump & Mfg. Co., 331 Ninth St., Milwaukee, Wis.